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ABSTRACT

A community impact study was conducted by Oakton Community College (OCC) in Fall 1979 to determine how representative samples of six constituent groups learned about OCC; the benefits they perceived in having a community college in the area; their awareness of and satisfaction with OCC programs and services; and ways in which OCC could be improved. Separate survey instruments were designed for each of six groups: area residents, executive officers from area businesses, personnel from the 12 area high schools, high school juniors and seniors, OCC students enrolled in credit courses in Fall 1979, and students taking adult and continuing education courses. Questionnaires were mailed to community residents and business representatives, and all other groups were surveyed in classes. Major findings relevant to the respondents as a whole revealed that: (1) mailings were the primary source of information about OCC; (2) OCC was valued more for its vocational offerings than for its non-credit, continuing education programs; (3) respondents were more aware of OCC's transfer and vocational programs than they were of the availability of counseling and community services; and (4) respondents rated OCC's performance highest with regard to continuing education and vocational programs. There was no consensus on how OCC should be improved. The survey report contains analyses of the responses of each group. (Author/JP)

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Oakton Community College

# Community Impact Study

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Volume I
COMPOSITE REPORT
MARCH 1980

JC 800 243

Oakton Community College

# COMMUNITY IMPACT STUDY

submitted by the

Community Impact Study Task Force
Patricia Reis Handzel, Project Leader

March 1980

VOLUME I

COMPOSITE REPORT

ABSTRACT

The Oakton Community College Impact Study was conducted during the fall semester of 1979 by a college task force which included two faculty members and five administrators. The study was designed to provide information that would be used to assist faculty and administrators in decision-making. Specifically, the study attempted to determine how selected survey groups learned about Oakton; how they viewed the benefits of having a community college; how aware they were of programs and services offered by the College; how satisfied they were with the programs and services; and in what ways the College could improve.

The study focused on the results of specific questionnaires that were designed for six survey groups; community residents, business and industry, high school personnel, high school students, MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education Program) students, and Oakton students. Because of the different groups selected, sampling techniques and sample sizes appropriate for each group surveyed were required. The total number of individuals surveyed was 3409.

Special mailings were used to obtain survey responses from community residents and business/industry groups. The other surveys were hand-delivered to high schools, MONNACEP, and Oakton classes. High school personnel returned their responses to designated administrators, and the high school student surveys were administered through homerooms or other classes and given to the same administrators. The MONNACEP and Oakton student responses were obtained through the cooperation of faculty who allowed the students time to respond to the survey during regularly

scheduled class time. The Office of Community Outreach at Oakton collected all the responses and coordinated the activities of the Community Impact Study Task Force in the analysis, interpretation, and dissemination of the study results.

The major findings of the study can be summarized as follows:

1. Although the respondents learned about Oakton from a variety of sources, the special mailings distributed by Oakton appear to be the primary source of information for all groups. High school and college students, however, frequently indicated they learned about Oakton through friends and/or Oakton students.

2. The groups surveyed felt it was beneficial to have a community college available in the area. Respondents frequently indicated the benefits they valued highly were updating job skills, preparing for job openings, and exploring educational and career options. Less important were the benefits of low-cost education, having a college close to home and providing non-credit continuing education programs.

3. The community was generally aware of Oakton's six missions; however, certain groups were more aware of major, well publicized programs than they were of smaller, less visible programs. Most of the community residents, business/ industry representatives, high school personnel, and MONNACEP students were aware of transfer courses,

occupational/vocational programs, and continuing education. Fewer were aware of counseling services, remedial education, and public service programs.

4. The respondents had a diverse awareness of specific services offered by Oakton. High school personnel and high school students were aware of services such as job placement, financial aid, health services, athletics, and student clubs. Oakton students were aware of the Learning Resource Center, learning labs, and other major support systems. Business/industry representatives were aware of job placement, high school completion, and English as a Second Language programs. High school personnel were less diverse in their responses and were more aware of the specific services offered by Oakton than were other survey groups.

5. When the respondents were given an opportunity to evaluate how well Oakton was performing its six missions, Oakton was rated highest in continuing education, occupational/vocational programs, and transfer courses leading toward the completion of the first two years of college.

6. No major findings were obtained as a result of the open-ended questions about how Oakton could improve. Most suggestions that were made related to programs already existing at Oakton or were not congruent with the missions of the College.

This summary of major findings is limited to large responses in categories relevant to combined groups surveyed. Data related to specific groups may be found in the following chapters.

ACKNOWLEDGEMENTS

Completion of a Community Impact Study requires the cooperation of many people. The Task Force wishes to thank the thousands of people who assisted in this project, mainly by completing the questionnaires. Those who deserve our deepest thanks for their time and efforts on behalf of this project include: The Board of Trustees of District 535 for their encouragement and support; President William A. Koehnline and the administration. faculty (especially Trudy Bers and Richard Tracz) and staff of Oakton Community College and MONNACEP for special assistance and cooperation; the Information Systems Staff at Oakton for help with data processing, and especially Ms. Marty Barsky for key punching, the office staffs of Task Force members who kept offices running smoothly during the many long Task Force meetings and for providing the skills needed to complete the study; the community leaders for attending meetings designed to provide personal feedback for the study; local high school administrations and staffs and especially the following persons for coordinating distribution and collection of questionnaires to staffs and students--

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To all, our sincere thanks.

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# CHAPTER I

## INTRODUCTION

Service to a local community is the essence of a community college. This Community Impact Study has been conducted to assess the knowledge and perceptions of the services of Oakton Community College. Specifically, the study has been designed to determine: the community's awareness of the scope of College offerings, their perceptions of and satisfaction with programs and services, how people learn about Oakton, and whether there are ways College services could be improved.

### Changes Affecting Growth of Oakton

Many changes have occurred since a 1969 needs assessment demonstrated support for the development of a community college in Niles and Maine Townships. Major changes have included:

1. Selection of the site of a permanent campus.
2. Construction of Phase One of the permanent campus.
3. Annexation of two adjoining high school districts in 1977, nearly doubling the size of the College district.
4. Leveling off of the enrollment of traditional college-age students, after years of growth--a predictable change since area high schools had begun to experience declining enrollments.
5. Increase in the enrollment of part-time adult students in College credit programs.
6. Increase in competition for enrollment of college students by all sectors of post-secondary education.

Although the above changes affected Oakton's growth during the seventies, the one characteristic which changed little was the continued need for classroom facilities and parking on the interim campus. With the anticipated move to permanent facilities in a new location and a ten year review coinciding with a North Central Association evaluation, College officials felt it was important to know what the community thought about the College and how services might be improved; thus the need for a Community Impact Study.

## The Purpose of the Community Impact Study

The Community Impact Study was designed to provide data to the College to aid in planning and implementing:

- -Informational and promotional activities
- -Articulation with groups within the community
- -Further research and evaluation projects relating to the expansion or modification of programs and services

In addition, the study provided information about Oakton to the many people who participated, thus increasing awareness of the College while also assessing it.

## Background of Study

On April 5, 1979, Dr. William A. Koehnline, President of Oakton Community College, appointed a seven member Task Force to conduct a Community Impact Study. By early fall a study proposal, six questionnaires, and other data-gathering techniques had been developed

for the purpose of conducting the study in late September and early October, 1979. The portion of the study using questionnaires was based on models developed by the National Center for Higher Education Management Systems (NCHEMS) in their publications, Conducting Community Impact Studies: A Handbook for Community Colleges (1978) and Assessing Community College Impacts: Three Case Studies (1979). Dissemination of these publications was handled by the American Association of Junior and Community Colleges in cooperation with NCHEMS in early 1979.

Oakton's Community Impact Study focused on the way in which Oakton is interpreting and fulfilling the six missions of the College. As a part of the Illinois statewide system of higher education and in view of the needs of the College district, Oakton Community College is mandated to provide services in the following categories:

1. Baccalaureate and general education, for students planning to transfer to four-year colleges or to earn associate degrees in general education.

2. Vocational-technical education, to provide students with career training suitable for obtaining employment in the community.

3. General (developmental) studies, for students requiring additional preparation before they begin college-level education.

4. Community education, for residents of the community desiring to continue their educational activities while not enrolling in formal, college-level courses.

5. Public service activities to meet specialized needs of the community, including workshops and seminars on and off the campus, and surveys to identify community needs.

6. Student services, including counseling, guidance, testing and special services.

Groups Chosen for Survey

Those chosen to participate in the survey were selected from the following groups:

1. Community residents who live in the service area of the district, including Evanston;

2. Executive officers of businesses and industries in the college district;

3. High school personnel from twelve public high schools and four private schools which serve as major feeder schools for the College;

4. High school juniors and seniors from the same high schools;

5. Maine-Oakton-Niles-Northfield Adult and Continuing Education Program (MONNACEP) students who were taking non-credit, continuing education courses during the fall, 1979 term; and

6. OCC students who were enrolled in credit classes during the fall, 1979 term.

Report Format

This report consists of two volumes. Volume I has a traditional format. Following this introduction, Chapter II describes the design and administration of the survey. Chapter III includes six separate sections which describe the results and concludes with a discussion of findings for each of the individual surveys--Community Residents, Business/Industry, High School Personnel, High School Students, MONNACEP Students, and OCC Students. Chapter IV is a combined summary of Impact Study findings which compares responses of the above groups on a series of core questions. Finally, Chapter V highlights the major conclusions and recommendations derived from this study.

All supplementary data related to this Community Impact Study including copies of survey instruments, correspondence, background of Oakton Community College, profiles of each sample, responses to open-ended questions and other related materials are included in Volume II, Appendices.

# CHAPTER II

# METHODOLOGY

## Sample Selection

In order to obtain information from a broad cross-section of the Oakton district, and to focus on groups particularly likely to use or affect the College, six groups of respondents were selected for inclusion in this study. Where appropriate, identical items were included on surveys so that intergroup comparisons could be made. At the same time, each group was asked a series of questions particularly pertinent to it; therefore, a total of six different instruments was developed. Random sample sizes were calculated for each survey group so that each would have sufficient representation. Random sampling techniques were then employed to draw samples of the population in each group, with sampling strategies varying somewhat according to the accessibility of the population. Specifically, the following sample selection methods were utilized:

1. Community Residents: A systematic random sample of residents was drawn by obtaining the first and thereafter each twenty-fifth household from a district-wide mailing list. A letter introducing the study and asking for participation was sent to 5,802 households. Pre-paid postcards indicating agreement to participate were received from 763

residents, a 13 percent response. Of the 13 percent who agreed to be surveyed, the response rate was 84 percent (644).

2. Business and Industry: A stratified sample of 403 companies was selected using as independent variables: the size of the company by number of employees, type of business, and location within the district. The return was 104 or 26 percent.

3. High School Personnel: A systematic random sample of high school teachers was drawn by assigning consecutive numbers to alphabetized faculty lists submitted by the 16 participating high schools and selecting every fifth name. All counselors and administrators were surveyed. Of the 640 surveys sent out, 537 or 84 percent were returned.

4. High School Students: The selection of high school juniors and seniors was made by drawing high school homerooms from each of the district's high schools. In cases where homerooms were not available, random classes of juniors and seniors were selected with the help of high school personnel. Fifty-four homerooms or classes were selected, and 1258 students completed the survey.

5. MONNACEP students: A sample of MONNACEP students was obtained by randomly selecting a starting point and every 18th class thereafter from the list of all MONNACEP courses being taught in the 2nd week of the fall 1979 term. A total of 32 classes was selected, and 429 students completed surveys.

6. Oakton Students: A systematic sample of OCC students was drawn by choosing a random starting point on the fall printout of classes and selecting every 28th class section thereafter. A total of 441 students were surveyed.

In addition to the above groups, the Task Force selected a group of community leaders who were invited to have "Breakfast with the College President" to discuss their perceptions of Oakton's impact on the community. A report on the two breakfasts that were held in early November, 1979, is included in Volume II, Appendix G.

## Design of Survey Instruments

After determining goals of the study and groups to be surveyed, the Community Impact Study Task Force designed six self-administered surveys with which to collect the data. The format was adapted from examples developed by the National Center for Higher Education Management Systems in their publication, Conducting Community Impact Studies: A Handbook for Community Colleges (1978).

The questions asked of Community Residents were exactly the same as the first fifteen questions on the MONNACEP survey. In addition, five core questions appeared on four of the six questionnaires. These questions focused on a) benefits of having a community college available, b) awareness of Oakton's programs and services, c) perceptions of how well the College was meeting specific objectives, d) and satisfaction with Oakton. One question--how respondents learned about Oakton programs

and services--was included on all of the surveys. The OCC student survey was most dissimilar since it contained more questions concerning use of and satisfaction with services, programs, and facilities.

Both closed and open-ended questions were used on the questionnaires, with the exception of the high school student form which had no open-ended questions. Closed questions were single or multiple response types. Single response questions forced the respondent to answer in one, and only one, way. Multiple response, closed questions permitted several choices from among the predetermined set of response options. The open-ended questions which allowed any kind of response were limited in number.

Through pre-testing and revisions, the Community Impact Study Task Force attempted to eliminate confusing educational terminology or questions that might have depressed the response rate. Each survey was pre-tested with individuals who closely represented the selected sample.

In order to facilitate handling and improve appearance, questionnaires were color-coded as follows: Community Resident-Tan; MONNACEP-Blue; Business/Industry-Grey; High School Personnel-Beige; High School Student-Gold; OCC Student-Rust.

## Administration of Surveys

The administration of the study was handled through Oakton's Office of Community Outreach. The following procedures were followed:

1. Questionnaires were mailed to community residents and business/

industry representatives on September 17, 1979. A follow-up postcard card was sent 10 days later as a reminder to respond.

2. High school questionnaires were personally delivered and picked up at each of the 16 high schools involved in the study. A high school representative supervised distribution to personnel and also collected the surveys.

3. Classroom surveys that were done at Oakton and MONNACEP were conducted by staff of the Office of Community Outreach and MONNACEP. High school surveys were supervised by high school representatives and homeroom teachers.

## Analysis of Data

Surveys from the six respondent groups were separately analyzed. Frequency distributions and, where appropriate, means and standard deviations were calculated to provide descriptions of response patterns for each group. Cross-tabulations and other selected measures were employed to enhance data analysis, and comparisions between groups were made on core questions. Items on which participants failed to respond were classified as missing data and excluded from statistical analyses. Therefore, the absolute number on which each calculation is based varies somewhat from item to item. In all tables percentages have been rounded off to the nearest tenth.

CHAPTER III

SECTION A

# SURVEY OF COMMUNITY RESIDENTS

## Introduction

The Oakton Community College district consists of four suburban townships immediately north of Chicago: Maine, Niles, New Trier, and Northfield. Including adjacent Evanston, which is currently not in a community college district, there are 15 communities in the service area of the College with an estimated total population of 480,000. These communities are: Des Plaines, Evanston, Glencoe, Glenview, Golf, Kenilworth, Lincolnwood, Morton Grove, Niles, Northbrook, Northfield, Park Ridge, Skokie, Wilmette, and Winnetka. In order to study the awareness and perceptions of the College's programs and services, the Community Impact Study Task Force decided to survey residents of these communities.

## Selection of the Sample

A systematic random sample of residents was selected by obtaining the first and thereafter each twenty-fifth resident from a district-wide mailing list. A letter introducing the study and asking for participation was sent to 5,802 residents in early August 1979. Pre-paid postcards indicating agreement to participate were received from 763 residents (13 percent). Of those who agreed to be surveyed, the response rate was 84 percent (644). Each of the 15 communities had a representative sample of respondents.

## Administration of the Survey

In mid-September, 1979, surveys were sent to the 763 residents who had indicated by reply card that they would participate in the study. A follow-up card was mailed ten days later, reminding participants to return the survey in the postage-paid envelopes.

## Profile of the Sample

Most community resident respondents were 25 years of age or over with 52 percent (332) in the 25-44 age range and 43 percent (279) over 45 years of age. The majority, 65 percent (417), were female. Over half, 57 percent (367), of the respondents worked full-time and 23 percent (149) were homemakers.

The high educational level of community residents was reflected in the sample. Over half of the respondents, 55 percent (353), were college graduates. An additional 31 percent (199) had some college or an associate degree.

All materials relevant to completion of this part of the study are included in Volume II, Appendix A.

# General Data

## Benefits of Having a Community College

Community residents were asked to rate the benefits of having a community college in the area. Respondents were provided six possible be efits and asked to rate each 1=Very Important,

2=Important, or 3=Not Important. Table A1 illustrates that most of the community residents who had an opinion considered the services of the college "Very Important" or "Important."

TABLE A1

BENEFITS OF HAVING A COMMUNITY COLLEGE ACCORDING TO COMMUNITY RESIDENTS**

| | Very Important | | Important | | Average* (Mean) | Most frequent Response* (Mode) |
|---|---|---|---|---|---|---|
| | % | # | % | # | | |
| Opportunity to explore educational and career options | 74 | (462) | 24 | (155) | 1.3 | 1.0 |
| Update job skills | 66 | (414) | 32 | (205) | 1.4 | 1.0 |
| Prepare people for occupations where job openings exist | 60 | (373) | 35 | (216) | 1.4 | 1.0 |
| Provide non-credit leisure time programs | 36 | (227) | 53 | (330) | 1.8 | 2.0 |
| Provide low cost college education | 75 | (471) | 22 | (141) | 1.3 | 1.0 |
| College close to home | 61 | (383) | 35 | (223) | 1.4 | 1.0 |

*1.0=Very Important
2.0=Important
3.0=Not Important

**Percentages do not include "No Opinion" or "No Response" rates.

Clearly, most respondents value highly the opportunity to "update job skills," to "explore educational and career options," and to have a "low cost college education". Also rated high were the providing of marketable job skills and the closeness and accessibility of the community college. Apparently, community

residents do not place quite as high a priority on "non-credit courses and leisure-time programs." Eleven percent (70) said that the latter was "Not Important."

How Community Residents Learn About Oakton

Because the use of community college services must depend on an awareness of college programs and services, the survey sought to discover the ways in which community residents receive information. Table A2 describes the responses.

TABLE A2

HOW COMMUNITY RESIDENTS LEARN ABOUT OAKTON*

| Sources of Information | Respondents | |
|---|---|---|
| | % | # |
| Oakton Special Mailings | 95 | (611) |
| Local Newspapers | 59 | (382) |
| Friends | 28 | (181) |
| Oakton students and former students | 27 | (174) |
| Oakton faculty and staff | 14 | ( 87) |
| People you work with | 11 | ( 68) |
| Relatives | 10 | ( 65) |
| High school counselors | 5 | ( 35) |
| High school teachers | 4 | ( 23) |
| Radio | 1 | ( 7) |
| Other | 2 | ( 16) |

*Multiple responses allowed

When community residents were asked to indicate how they had learned about Oakton, the majority of respondents, 95 percent (611), stated that they received their information from Oakton's special mailings. The next highest percentage of response, indicated that local newspapers were an important source of information. Over a quarter of the respondents learn about Oakton from friends and present/former OCC students. "Oakton faculty and staff" were identified by 14 percent (87) as sources of information. The low response to "radio," 1 percent (7), was not unexpected since the College has made little use of this medium.

Community Awareness of Educational Programs and Services

In order to determine the degree to which community residents knew about Oakton's programs, respondents were asked to indicate whether they were aware of each of the six educational programs which constitute the missions of the College. Responses are summarized in Table A3.

TABLE A3

COMMUNITY RESIDENTS' AWARENESS OF OCC PROGRAMS

| Educational Programs | Awareness before Survey | |
|---|---|---|
| | % | # |
| College transfer program | 81 | (524) |
| Occupational-Vocational programs | 83 | (536) |
| Counseling services | 34 | (221) |
| Continuing education | 88 | (564) |
| Basic and remedial education | 41 | (264) |
| Public services | 35 | (227) |

Community residents were most aware of Oakton's continuing education programs, occupational programs, and college transfer courses. Respondents indicated they were less aware of other programs. Only two-fifths were aware of the remedial education program and barely one-third were aware of counseling and public services.

Respondents were also asked whether or not they knew of various specific services of the College before they received the survey. Table A4 indicates that residents were aware of a number of very specific OCC services. The respondents were most aware of MONNACEP's high school completion courses, career counseling for students and community adults, student clubs and organizations, cultural events, and off-campus credit courses.

Respondents indicated that they were generally aware of financial aid and the community lecture series. Residents were less aware of on-campus student employment, courses in English as a second language, off-campus job placement for students, and the Student Health Service. Respondents were least aware of media-based courses for credit, Oakton's child care service, and the speakers service.
child care service, and the Speakers' Service.

## Rating Oakton's Services

The questionnaire also asked for residents' opinions on how well Oakton's success in meeting its six objectives. Table A5 below describes responses to two related items: the respondents', awareness before the survey and the degree to which Oakton was successful in providing its services.

TABLE A4

COMMUNITY RESIDENTS' AWARENESS OF SPECIFIC SERVICES

| Services | Aware Before Survey | |
|---|---|---|
| | % | # |
| Courses for high school completion through MONNACEP | 66 | (423) |
| Career counseling for students and community adults | 62 | (397) |
| Student clubs and organizations | 61 | (392) |
| Cultural events | 59 | (380) |
| Off-campus credit courses | 58 | (374) |
| Financial aid for students | 53 | (342) |
| Community lecture series | 52 | (332) |
| Courses in English as a Second Language | 46 | (295) |
| Intramural athletics | 42 | (267) |
| Off-campus job placement for students | 41 | (262) |
| Weekly film series | 38 | (247) |
| Student Health Service | 35 | (225) |
| Intercollegiate athletics | 34 | (219) |
| Student employment on campus | 34 | (219) |
| Speakers' Service | 26 | (170) |
| Credit courses by television | 26 | (166) |
| Nursery school for child care | 25 | (158) |
| Credit courses by newspaper | 16 | (102) |

Residents gave a high rating to Oakton's performance in the three areas they were most aware of: continuing education, the first two years of college (university transfer), and occupational programs. Seventy-two percent (381) of the respondents who had an opinion said that the college meets its continuing education objectives "More Than Adequately" to "Very Well;" 15 percent of the total sample had "No Opinion."

TABLE A5

COMMUNITY RESIDENTS' AWARENESS OF PROGRAMS
AND HOW WELL OCC IS ACHIEVING ITS OBJECTIVES**

| | | | PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|---|---|
| Program | Awareness Before Survey | | Very Well To More Than Adequately | | Average (Mean)* | Most Frequent Response (Mode)* | No Opinion | |
| | % | # | % | # | | | % | # |
| First two years of college | 81 | (524) | 65 | (323) | 2.0 | 1.0 | 21 | (132) |
| Occupational-Vocational Program | 83 | (536) | 61 | (278) | 2.2 | 3.0 | 26 | (166) |
| Counseling services | 34 | (221) | 46 | (141) | 2.5 | 3.0 | 47 | (303) |
| Continuing education | 88 | (564) | 72 | (381) | 1.9 | 1.0 | 15 | (98) |
| Basic and remedial education | 41 | (264) | 47 | (138) | 2.4 | 3.0 | 49 | (316) |
| Public service | 35 | (227) | 53 | (187) | 2.3 | 3.0 | 42 | (268) |

*1.0=Very Well
2.0=More than Adquately
3.0= Adequately

**Percentages mean, and mode do not include "No Opinion" or "No Response" rates.

Oakton also provides the first two years of college "More Than Adequately" to "Very Well," according to 65 percent (323) of these respondents. Area residents were not certain how well Oakton was meeting its objective of providing occupational programs: 26 percent of the 644 respondents had no opinion, and the most frequent response was "Adequately."

Few respondents knew about the other three objectives. Nearly half of the 644 respondents had "No Opinion" about how well Oakton was providing student counseling, basic and remedial programs, and public service programs and workshops. Of those that had an opinion, almost half or less responded "Very Well" to "More Than Adequately".

Perception of How Well, In General, Oakton Is Meeting Objectives

Community residents were asked how well, in general, Oakton was meeting its objectives. Of the 533 who had an opinion, 58 percent (142) said "Very Well" to "More Than Adequately," 39 percent (207) indicated "Adequately". Sixteen percent (111) of the 644 who took the survey had "No Opinion." Table A6 analyzes the responses by communities having 20 or more respondents.

Residents of communities which have been part of the Oakton district since the College was established in 1969 (Skokie, Park Ridge, Glenview, Morton Grove, Niles, and Des Plaines) tended to rate its achievement higher than did the communities joining the district in 1977 (Northbrook, Wilmette, and Winnetka).

TABLE A6

HOW WELL, IN GENERAL IS OAKTON MEETING ITS OBJECTIVES BY RESPONDENTS FROM TEN COMMUNITIES*

| Responses by Community | Very Well | | More Than Adequately | | Adequately | | Less Than Adequately | | Very Poorly | | No Opinion | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | % | # |
| Des Plaines | 21 | (15) | 34 | (24) | 41 | (29) | 3 | (2) | - | | 14 | (12) |
| Evanston | 16 | (11) | 32 | (22) | 48 | (33) | 3 | (2) | 1 | (1) | 23 | (21) |
| Glenview | 29 | (13) | 40 | (18) | 31 | (14) | - | | - | | 19 | (11) |
| Morton Grove | 31 | (10) | 25 | ( 8) | 38 | (12) | 3 | (1) | 3 | (1) | 9 | ( 3) |
| Niles | 21 | ( 6) | 36 | (10) | 43 | (12) | - | | - | | - | |
| Northbrook | 24 | ( 7) | 21 | ( 6) | 48 | (14) | 7 | (2) | - | | 15 | ( 5) |
| Park Ridge | 34 | (28) | 35 | (29) | 29 | (24) | 1 | (1) | - | | 14 | (14) |
| Skokie | 34 | (33) | 33 | (32) | 30 | (29) | 3 | (3) | - | | 6 | ( 6) |
| Wilmette | 24 | (10) | 27 | (11) | 42 | (17) | 5 | (2) | 2 | (1) | 25 | (13) |
| Winnetka | 8 | ( 1) | 15 | ( 2) | 69 | ( 9) | 8 | (1) | - | | 30 | ( 6) |
| Total of all respondents** (533) | 27 | (142) | 31 | (167) | 39 | (207) | 3 | (14) | 1 | (3) | No opinion/ response 16 (111) | |

*Includes communities having 20 or more respondents
**Percentages do not include "No Opinion" or "No Response" rates.

Preference of Place to Take an OCC Class

Community residents were asked to indicate their preference for location when taking a class at the college: new campus in Des Plaines, interim campus in Morton Grove, or a local high school. The questionnaire also provided a fourth option: "It doesn't matter; if it's a course I want, I will get

there." As summarized in Table A7, the most frequent response was preference for a local high school (38%). Respondents favoring the Des Plaines campus (17 percent) roughly equaled those favoring the interim campus in Morton Grove (18 percent), but 26 percent said "place doesn't matter." Table A7 analyzes the responses by communities having 20 or more respondents.

TABLE A7

PREFERENCE FOR PLACE TO TAKE AN OCC CLASS
BY RESIDENTS OF TEN LARGER COMMUNITIES

| | Prefer Des Plaines Campus | | Prefer Morton Grove Campus | | Prefer Local High School | | Doesn't matter depends on course | | Total # from community** |
|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | # |
| Des Plaines | 64 | (54) | 0 | (0) | 16 | (13) | 20 | (17) | (84) |
| Evanston | 2 | ( 2) | 20 | (18) | 65 | (60) | 12 | (11) | (92) |
| Glenview | 40 | (23) | 5 | ( 3) | 26 | (15) | 28 | (16) | (57) |
| Morton Grove | 3 | ( 1) | 40 | (14) | 20 | ( 7) | 37 | (13) | (35) |
| Niles | 16 | ( 5) | 39 | (12) | 7 | ( 2) | 39 | (12) | (31) |
| Northbrook | 21 | ( 7) | 3 | ( 1) | 62 | (21) | 14 | ( 5) | (34) |
| Park Ridge | 14 | (14) | 7 | ( 7) | 31 | (30) | 46 | (45) | (97) |
| Skokie | 2 | ( 2) | 42 | (44) | 36 | (37) | 20 | (21) | (104) |
| Wilmette | - | | 7 | ( 4) | 61 | (33) | 32 | (17) | (54) |
| Winnetka | 10 | (10) | 5 | ( 1) | 50 | (10) | 35 | ( 7) | (20) |
| All Respondents | 18 | (111) | 18 | (113) | 38 | (247) | 26 | (170) | (644) |

*Includes communities having 20 or more respondents.
**Includes some "No Response"

In analyzing responses by community, it appears that residents of Des Plaines and Glenview most preferred taking classes at the permanent campus in Des Plaines. Residents of the eastern portion of the college district (Evanston, Morton Grove, Skokie, Wilmette, and Winnetka) reported minimal levels of preference (10 percent or below) for the Des Plaines campus. Three of these (Evanston, Wilmette, Winnetka) prefer their local high schools by 50 percent or more over the other options. However, responses to "Place doesn't matter; depends on the course" were 20 percent or more for eight of the communities, indicating that many residents would travel to any location in order to take the class they desired.

Preference for Time and Days to Take OCC Classes

Community residents were asked to indicate their preference for time of day and days of week if enrolling in an Oakton class. Table A8 reports how respondents answered.

TABLE A8

COMMUNITY RESIDENTS' PREFERENCE FOR TIME FOR TAKING AN OCC CLASS*

| Preferences | Respondents | |
|---|---|---|
| | % | # |
| Monday through Friday mornings | 25 | (162) |
| Monday through Friday afternoons | 14 | ( 89) |
| Monday through Thursday evenings | 69 | (443) |
| Friday evening | 19 | (121) |
| Saturday morning | 32 | (203) |
| Sunday | 18 | (115) |

*Multiple responses allowed

Community residents preferred Monday through Thursday evenings by 69 percent (443). Weekday mornings were preferred by 25 percent (162) and Saturday morning by 32 percent (203). Other responses were less than 20 percent. The strong preference for evening classes is probably due to the nature of the sample which consisted of adult members of the community, a majority of whom are employed full time. The preference for Saturday as compared to weekday morning classes is probably due to this factor as well.

Suggestions for New Programs and Services

Community residents were asked if there were "Educational programs or services that Oakton should be offering but is not offering at the present time." The majority of the respondents (63%) feel that there are no particular new programs or services that Oakton should be offering, but 18 percent did have some suggestions when they filled out their questionnaires.

About 140 suggestions were proposed by 128 respondents. Suggested courses, programs, and services ranged very widely from expanded offerings in literature to a dietetic technician curriculum to a course in hang gliding. The most frequently expressed suggestion (8) was for additional courses in foreign languages for college credit as well as non-credit conversational courses. Over 30 respondents suggested additional courses and programs of study in occupational and technical fields, most specifying a particular area of study (dental hygiene, computer typesetting, automatic screw machine operation, therapeutic recreation training, etc.) Some simply urged more vocational curricula. More than twenty respondents suggested courses, curricula and services currently provided by the college.

Some used the space to volunteer general comments about the college. There were a few complaints, a number of general compliments, and reports of good experiences at Oakton.

## Summary of Community Resident Survey

Benefits of having a community college were rated high by community residents throughout Oakton's service area. Survey respondents considered five benefits as "Very Important." Listed in order, they were updating job skills, providing opportunities for exploring educational and career options, providing low-cost college education, providing college education close to home and preparing people for occupations where job openings exist.

Oakton mailings (OAKTON REPORT, newsletters, MONNACEP bulletin, and brochures) were the primary source of information about the college reported by community residents (95 percent). Coverage in local newspapers was also a very important means of communicating information about the College to community residents. Also mentioned as important sources of information were friends, Oakton students, and staff.

Community awareness of three main programs of the College was very strong: continuing education, occupational-vocational programs and college transfer (baccalaureate) programs. Community residents seemed to be less aware of basic and remedial education, public service and counseling services.

When asked their preference for a place to take an Oakton class, the community residents selected their local high school. Those favoring the Des Plaines campus (17 percent) nearly equaled those favoring the Morton Grove campus, but 26 percent stated that place does not matter.

Most respondents preferred Monday through Thursday evenings when asked about time of day and days of week to take an Oakton course.

In the estimation of community residents, Oakton was doing well in achieving its objectives. Community residents tended to give higher achievement ratings to programs they knew most about. To those programs they were unfamiliar with, they were likely to have "No Opinion" about achievement or to give them a somewhat lower rating.

## Discussion of Community Resident Survey Findings

Nearly 100 percent of the community residents said Oakton's special mailings were how they learned about Oakton. This percentage was higher than that of any other survey group. Since these are people who also agreed to participate in the study after receiving an initial letter of invitation, it can be assumed that they have some interest in the College and that they recognize the Oakton information that is mailed to them. They also tended to notice articles in local newspapers which concerned Oakton. Other survey groups were more likely to rely on people for their information about Oakton than were community resident respondents.

It is interesting to note that Oakton's largest programs in terms of student enrollment (continuing education, occupational-vocational and transfer programs) were the ones recognized by most community residents.

If they had not had any classes at Oakton, it was unlikely they were aware of the counseling and remedial education programs. The question about public service may not have been clear since few respondents were aware of such programs.

Most community residents felt Oakton was doing best in providing the first two years of college and in continuing education programming. According to the findings, the other four significant programs or services were being performed in an adequate way. Respondents who lived in the original College district tended to rate achievement higher than did the residents of more newly annexed areas, perhaps because they or their families or friends were more likely to have taken classes as in-district residents than were out-of-district residents.

Community residents' preference for time when they would take an Oakton Community College class differed markedly from the high school students who were asked the same question. The adult respondents, many of whom are employed, preferred weekday nights; the younger student wanted weekday mornings. If the College experiences a decline in enrollment of traditional-aged college students and an increase in the numbers of adult and part-time students, this shift in student body composition suggests an increasing proportion of enrollment will occur in evening and week-end classes.

SECTION B

# SURVEY OF BUSINESS AND INDUSTRY

## Introduction

One of the missions of Oakton Community College is to serve the educational needs of business and industry in the College district. The College provides service in various ways: the vocational/technical training at Oakton provides a constant supply of workers for local employers; College faculty are available as resource persons; and the College initiates special programs and services needed by business/industry. The Community Impact Study included local employers in order to determine their awareness, perception and use of College programs and services.

## Selection of the Sample

Oakton Community College serves an area of approximately 102 square miles north of Chicago. Many of the villages within the district have little industry, and what little is there is carefully controlled by zoning laws and building restrictions. More than one village has no industry. Therefore, the sample for business/industry did not have equal representation of all geographical sections of the district.

The final sample selection of the 403 organizations was made by two Task Force members who worked from several listings of industries, including that of the Northern Illinois Industrial Association and

Standard and Poor's Register. The following criteria were used for inclusion:

1. Selections were made so that various types of industries would be represented without dominance of any one category.
2. Selections represented the widest possible geographical spread, given the restrictions mentioned above.

The final selection was made up of the following categories:

100 corporations that are members of the Northern Illinois Industrial Association

203 randomly selected business and industrial firms throughout the district that are not members of the Northern Illinois Industrial Association.

30 financial institutions

30 real estate firms

20 hospitals and health care delivery organizations

20 medium and large size hotels and motels

The data are limited by the fact that the survey did not ask for the position of the respondent nor did it determine whether the respondent answered the questions as a representative of the company or as an individual who might be aware of the College because of residency in the College district.

## Administration of the Survey

Surveys were mailed to the 403 selected companies in mid-September, 1979. In an effort to insure a representative return, a personal letter from OCC President William A. Koehnline to the executive officer of the company accompanied each survey form. In addition, a follow-up card was sent ten days after the original mailing. A total of 104 companies responded (26 percent).

Since typical mail survey response rates are below 40 percent with a number clustering around 20 percent, the business industry return may be considered satisfactory. However, generalizations beyond the data should only be made with caution, given the relatively small number of respondents.

## Profile of the Sample

In terms of location Skokie (25) and Des Plaines (23) had the most companies responding. Others in order of response were Northbrook (11), Niles (8),Morton Grove (8), and Glenview (7). The remainder were located evenly throughout the college district.

Respondents were asked the size of their company in terms of number of employees. A representative sample of small, medium and large companies responded to the survey. The largest categories of companies by type was "Manufacturing," 45 percent (47), followed by "Finance, Insurance, Real Estate," 17 percent (18). Other categories were represented by 8 percent or under.

All additional materials and correspondence related to this part of the survey are included in Volume II, Appendix B.

# General Data

## Benefits of a Community College

The employers were asked to rate the benefits of having a community college in the area. Table 81 describes their responses.

In five of the six areas mentioned, the most frequent responses of those who had an opinion were "Very Important" or "Important." The one exception was in the area of non-credit programming. Twenty-four percent (22) of those who expressed an opinion said that it was "Not Important" for the community college to provide non-credit and leisure-time programs. Only 15 percent (14) listed the benefit of non-credit programs as "Very Important". Ten percent (10) of the total sample had "No Opinion" on this item, twice as many as on any other question in this section.

TABLE B1

BENEFITS OF HAVING A COMMUNITY COLLEGE ACCORDING TO BUSINESS/INDUSTRY**

| | Very Important | | Important | | Average* (Mean) | Most Frequent Response* (Mode) |
|---|---|---|---|---|---|---|
| Opportunity to explore educational/ career options | % 50 | # (47) | % 47 | # (44) | 1.5 | 1.0 |
| Update job skills | 57 | (58) | 42 | (42) | 1.4 | 1.0 |
| Prepare people for occupations where job openings exist | 49 | (48) | 47 | (46) | 1.5 | 1.0 |
| Provide non-credit, leisure-time programs | 15 | (14) | 60 | (55) | 2.0 | 2.0 |
| Provide low-cost college education | 47 | (47) | 48 | (48) | 1.6 | 2.0 |
| Close to home | 38 | (37) | 52 | (51) | 1.7 | 2.0 |

*1=Very Important
2=Important
3=Not Important

**Percentages do not include "No Opinion" or "No Response" rates.

How Business and Industry Learns About Oakton

When asked how they learned about Oakton, 84 percent (87) of the respondents indicated that direct mailings were a primary source of information. This response was to be expected for several reasons: each business within the district receives a copy of the bimonthly Oakton Report; Oakton's Vocational-Technical coordinators make special mailings to the companies doing business in their area of concentration; and MONNACEP bulletins as well as program announcements from Oakton's office of Educational Services to Business, Industry and Government are mailed to them. The next two highest responses (43 percent) indicated that the respondents learned about OCC from the local newspapers and from the people with whom they worked. Oakton students or former students (39 percent) were also a source of information about the College. Table B2 presents the responses. The survey did not determine whether the respondent lived within the College district where Oakton mailings would be received at home.

TABLE B2

HOW BUSINESS/INDUSTRY LEARN ABOUT OAKTON*

| Source | % | # |
|---|---|---|
| Oakton's Special Mailings | 84 | (87) |
| Local newspapers | 43 | (45) |
| People you work with | 43 | (45) |
| Oakton students and former students | 39 | (40) |
| Friends | 19 | (20) |
| Oakton faculty and staff | 18 | (19) |
| Relatives | 8 | ( 8) |
| Radio | 2 | ( 2) |
| Other | - | ( 2) |

*Multiple responses allowed

Awareness of General Programs and Services

Table B3 indicates that most respondents from business and industry, 85 percent (88), were most aware of Oakton's occupational-vocational programs. Other areas which the respondents knew well were transfer courses, 77 percent (80), and continuing education courses and programs, 70 percent (73). A third or less were aware of public service, remedial education, and counseling services.

TABLE B3

BUSINESS/INDUSTRY AWARENESS OF PROGRAMS AND SERVICES*

| Program | Awareness | |
|---|---|---|
| | % | # |
| Transfer program | 77 | (80) |
| Occupational and vocational courses | 85 | (88) |
| Counseling | 31 | (32) |
| Continuing education | 70 | (73) |
| Remedial education | 33 | (34) |
| Public service | 34 | (35) |

*Multiple responses allowed

The large response regarding occupational and vocational courses (85 percent) and continuing education courses (70 percent) may be related to the information in Table B2. There, most of the respondents (84 percent) stated that they learned about Oakton through special mailings. Vocational programs and continuing education are the two areas that make the most use of bulletins, brochures, and other mailings.

How Well Is Oakton Serving the Community

The respondents were asked how well Oakton was providing the programs services listed in Table B3. The answers are reflected in Table B4.

TABLE B4

HOW WELL, IN GENERAL, IS OAKTON PROVIDING PROGRAMS AND SERVICES ACCORDING TO BUSINESS/INDUSTRY

| Response | % | # |
|---|---|---|
| Very well | 20 | (17) |
| More than adequately | 27 | (23) |
| Adequately | 50 | (43) |
| Less than adequately | 2 | ( 2) |
| Very poorly | 1 | ( 1) |
| Total respondents | | (86) |

Those responding "Very Well' or "More Than Adequately" made up 47 percent (40) of those who had an opinion. The most frequent response, 50 percent (43) was "Adequately". Fifteen percent (16) of the 104 respondents had no opinion on this question. The data are limited by the fact that the survey did not ask if the respondent had actually used the services of the College, or whether perceptions were derived from a third party.

What Additional Programs Should the College Offer

When business and industry representatives were asked whether there were educational programs or services that Oakton should be offering, 15

percent (16) said "yes", 49 percent (51) said "no" and 36 percent (37) did not respond. The respondents who answered "yes" were asked to identify what they thought Oakton should be offering. Most suggested programs or services that are currently offered at Oakton, including work/study programs, English classes for non-English speaking people, senior citizens programs, and self-development seminars. Suggestions for new programs or services included programs in Respiratory Care Technology, telephone courses, and classes in a larger field of degrees. The list of responses is included in Volume II, Appendix B, as are tables describing the following two sections.

Awareness, Use and Satisfaction with Specific Services

The respondents were asked if they were aware of each of eleven particular college services, if they had used any, and if they were satisfied. The list included services such as job placement, English as a Second Language classes, high school completion courses, in-plant credit courses and career counseling services. Of the eleven services listed, only off-campus job placement was used by any significant number of respondents. Of the 34 respondents who said they used job placement, 56 percent (19) were satisfied. Other services had little or no use, even though employers were often aware of them.

Awareness of Specific Programs

Since the Community Impact Study Task Force considered the survey a means of informing business/industry of Oakton's programs and services as well as assessing their present awareness, the survey included a question designed to indicate awareness of Oakton's vocational/technical curricula.

It appears that respondents were most familiar with Oakton's business programs, especially data processing, marketing/management, accounting, administrative and office management, and secretarial science programs.

## Summary of Business/Industry Survey

Most respondents from business and industry consider the benefits of having Oakton's programs and services available to them as "Very Important" or "Important". Those benefits given the highest combined ratings were the opportunity to update job skills, low cost college education, and preparation for occupations in which there are openings. Providing non-credit, leisure-time programs was considered "Not Important" by a significant number of the respondents.

A vast majority of the business and industry respondents indicated that they had learned about Oakton through special mailings (84 percent). Personal communication also is significant since employers identified "People you work with" (45 percent) and "Oakton students and former students" (39 percent) as sources of information about Oakton.

Those surveyed indicated that they were most aware of the occupational and vocational courses (85 percent) followed closely by an awareness of transfer programs (77 percent).

When asked how well Oakton was serving the community, only 3 percent stated "Less than adequately" or "Poor." Forty-one percent said "Adequately", and 38 percent stated that the College was doing "More than

adequately" or "Very Well". There were few suggestions for new programs that are not now being offered by Oakton.

When asked about various services offered by the College, the respondents indicated that they knew many were offered, but when asked if they used these services, the response was "No." The one major exception to this was the Job Placement Program. Fifty percent (34) of those stating they were aware of the program indicated that they had used it. However, 41 percent (14) of those that used the service stated that they were not satisfied with it.

The respondents indicated that they were more aware of the various business-related programs than of the health, engineering, and personal service programs.

## Discussion of Business/Industry Survey Findings

Although the Business/Industry response rate was adequate, the 26 percent return was a disappointing response from a segment of Oakton's community which the College would like to serve more effectively.

An examination of the data reveals that Business/Industry respondents valued the community college for job training/updating of skills. There seemed to be general knowledge of what Oakton had to offer. Although there was awareness of services, few employers had used them, except for Job Placement.

The satisfaction with the Job Placement service deserves further

study since 41 percent of the small sample said they were not satisfied. It is not known whether employers had expectations which could not be met by the current job placement service or whether they did not understand the service.

The respondents' reliance on special mailings as the primary way they learn about Oakton was not unexpected. Oakton not only sends out a bimonthly Oakton Report, but vocational coordinators, the job placement office, and other offices periodically send information to employers

In retrospect, the Business/Industry survey did not include several variables which would have been useful in comparing the data and drawing conclusions. In particular, it would have been helpful to know the position of the respondent, the length of time he/she had been with the present company, whether or not he/she was a resident of the college district where Oakton mailings are received at home, and whether he/she had had any direct contact with Oakton staff.

SECTION C

# SURVEY OF HIGH SCHOOL PERSONNEL

## Introduction

Oakton Community College serves sixteen (16) feeder high schools that are the primary source of younger students who start their college education in District 535. Since high school personnel working in these schools are a likely source of information for students who might want to attend Oakton, the Community Impact Study Task Force decided to survey teachers, counselors, and administrators in order to determine their awareness and perceptions of College programs and services.

## Selection of Sample

A systematic random sampling of 1820 teachers, plus the inclusion of all counselors and administrators, provided a sample of 640 high school personnel out of the total population. Of these, 537 or 84 percent of the sample returned the surveys.

## Administration of Survey

Packets of surveys containing names of selected faculty, counselors and administrators were delivered to a previously designated high school representative, usually an administrator, who then handled distribution

through inter-office mail. Surveys were returned in the same manner.

## Profile of Sample

Over half (57 percent) of high school personnel surveyed were teachers. Counselors and administrators represented 20 and 21 percent of the respondents respectively. A third of the respondents had over 15 years of experience in their present high school, and an additional 44 percent had been there between 7 and 15 years. Over half resided in the Oakton district or in Evanston.

All additional materials and correspondence related to this part of the survey are included in Volume II, Appendix C.

## General Data

High school personnel were asked to rate the benefits of having a community college in the area. The ratings ranged from 1=Very Important, 2=Important, 3=Not Important, to 4=No Opinion. Table C1 illustrates that most high school personnel consider the services of the college "Very Important" or "Important."

High school personnel who had an opinion indicated that the most important benefits were the opportunity to "explore educational and career options," "update job skills," and "have a low cost college education." Of less importance were having a "college close to home" and "providing non-credit, leisure-time programs." Only the latter received a majority of "Important" rather than "Very Important" responses.

TABLE C1

BENEFITS OF HAVING A COMMUNITY COLLEGE AVAILABLE ACCORDING TO HIGH SCHOOL PERSONNEL

| | Very Important | | Important | | Average* (Mean) | Most Frequen Response* (Mode) |
|---|---|---|---|---|---|---|
| | % | # | % | # | | |
| Opportunity to explore career options | 66 | (346) | 32 | (169) | 1.4 | 1.0 |
| Update job skills | 64 | (336) | 34 | (178) | 1.4 | 1.0 |
| Prepare people for occupations where job openings exist | 58 | (301) | 39 | (200) | 1.5 | 1.0 |
| Provide non-credit, leisure-time programs | 35 | (183) | 54 | (283) | 1.8 | 2.0 |
| Provide low cost education | 64 | (338) | 33 | (172) | 1.4 | 1.0 |
| College close to home | 51 | (263) | 42 | (221) | 1.6 | 1.0 |

*1.0=Very Important
2.0=Important
3.0=Not Important

**Percentages do not include "No Opinion or "No Response" rates.

How High School Personnel Learned About Oakton

When the 537 respondents were asked how they learned about Oakton, 78 percent (420) indicated that direct mailings were a primary source of information. Fewer than half the respondents rely on any other single

source of information about the College, as Table C2 illustrates. In order of importance, the sources include newspapers (48 percent), former students (46 percent), people at work (37 percent), high school counselors (35 percent), and Oakton faculty and staff (30 percent).

TABLE C2

HOW HIGH SCHOOL PERSONNEL LEARN ABOUT OAKTON*

| Source | Respondents | |
|---|---|---|
| | % | # |
| Oakton special mailings | 78 | (420) |
| Local newspapers | 48 | (258) |
| Oakton students and former students | 46 | (247) |
| People you work with | 37 | (201) |
| High school counselors | 35 | (189) |
| Oakton faculty and staff | 30 | (162) |
| High school teachers | 19 | (100) |
| Friends | 18 | ( 97) |
| Other | 9 | ( 48) |
| Relatives | 5 | ( 25) |
| Radio | 4 | ( 23) |

*Multiple responses allowed

Awareness and Perceptions of Oakton Programs

Table C3 presents two responses to two questions: the respondent's awareness of programs before the survey, and the college's success in meeting its objectives. The ratings ranged from 1=Very Well, 2=More Than Adequately, 3=Adequately, 4=Less Than Adequately, and 5=Very Poorly.

TABLE C3

HIGH SCHOOL PERSONNEL
AWARENESS OF PROGRAMS AND HOW WELL OAKTON IS PERFORMING THE OBJECTIVES OF THE COLLEGE

| Program | Awareness before survey | | PERFORMANCE** | | | | No Opinion | |
|---|---|---|---|---|---|---|---|---|
| | | | Very well to more than adequately | | Average* (Mean) | Most frequent response* (Mode) | | |
| | % | # | % | # | | | % | # |
| First two years of college | 89 | (476) | 61 | (271) | 2.1 | 3.0 | 16 | (86) |
| Occupational-vocational programs | 86 | (459) | 56 | (239) | 2.3 | 3.0 | 21 | (111 |
| Counseling Services | 37 | (198) | 47 | (140) | 2.5 | 3.0 | 44 | (234 |
| Continuing Education | 81 | (436) | 72 | (296) | 2.0 | 2.0 | 22 | (116 |
| Remedial education | 54 | (291) | 50 | (152) | 2.4 | 3.0 | 41 | (222 |
| Public service | 42 | (225) | 48 | (131) | 2.4 | 3.0 | 47 | (252 |

*1.0= very well
2.0= more then adequately
3.0= adequately

**Percentages, mean, and mode do not include "NO Opinion" or "No Response" rates

Although the average ratings leaned toward "More Than Adequately," high school personnel most frequently responded "Adequately" when evaluating Oakton's success in meeting its objectives. A significant number of respondents chose "No Opinion" in this section, especially on items relating to counseling, remedial education, and public service; however, the most "No Opinion" responses occurred on items where participants had indicated they were least aware.

To explore whether awareness of college programs and services varies among high schools, levels of respondent's awareness were calculated for each school. As Table C4 indicates, personnel of the high school districts showed different levels of awareness about programs and services. Generally, high schools in the original college district (Maine and Niles Townships) had higher levels of awareness. The total data would seem to indicate, however, that all high school personnel were more aware of transfer, vocational, and continuing education programs than of counseling, remedial education and public service programs.

In Table C5 cross-tabulations are designed to show how aware each category of personnel was about Oakton programs. Counselors were more aware of the variety of programs and services than either administrators or faculty. This difference is particularly evident with regard to awareness of counseling, remedial education, and public service programs. Teachers are consistently least aware of Oakton's services and programs.

TABLE C4

PERCENT OF HIGH SCHOOL PERSONNEL BY SCHOOL THAT WERE AWARE OF PROGRAMS BEFORE THE SURVEY*

| | Transfer Courses | Occupational-vocational Courses | Counseling Services | Continuing Education Courses | Remedial Courses | Public Services |
|---|---|---|---|---|---|---|
| | % | % | % | % | % | % |
| 1. Evanston | 91 | 83 | 52 | 74 | 57 | 43 |
| 2. Glenbrook North | 81 | 83 | 38 | 79 | 49 | 43 |
| 3. Glenbrook South | 84 | 82 | 36 | 80 | 52 | 48 |
| 4. Loyola Academy | 85 | 78 | 30 | 63 | 56 | 33 |
| 5. Maine East | 90 | 87 | 49 | 90 | 46 | 46 |
| 6. Maine North | 96 | 96 | 35 | 92 | 58 | 42 |
| 7. Maine South | 91 | 91 | 43 | 93 | 69 | 48 |
| 8. Maine West | 97 | 94 | 47 | 97 | 53 | 50 |
| 9. Marillac | 93 | 47 | 7 | 53 | 60 | 13 |
| 10. New Trier East | 80 | 84 | 24 | 74 | 46 | 28 |
| 11 New Trier West | 74 | 85 | 18 | 71 | 53 | 21 |
| 12. Niles East | 100 | 89 | 41 | 96 | 67 | 59 |
| 13. Niles North | 91 | 88 | 33 | 94 | 67 | 46 |
| 14. Niles West | 97 | 94 | 53 | 92 | 47 | 53 |
| 15. Notre Dame | 91 | 78 | 30 | 74 | 48 | 48 |
| 16. Regina Dominican | 94 | 88 | 25 | 44 | 44 | 38 |
| Total | 89 | 86 | 37 | 81 | 54 | 42 |

*Percentages have been rounded off to the nearest tenth.

TABLE C5

HOW AWARE VARIOUS HIGH SCHOOL PERSONNEL
WERE ABOUT PROGRAMS BEFORE THE SURVEY

| Aware of | Teachers | | Counselors | | Administrators | |
|---|---|---|---|---|---|---|
| | % | # | % | # | % | # |
| Transfer Program | 86 | (263) | 96 | (104) | 90 | (100) |
| Occupational/ Vocational | 81 | (250) | 94 | (101) | 89 | ( 99) |
| Counseling | 23 | ( 70) | 77 | ( 83) | 37 | ( 41) |
| Continuing Education | 79 | (243) | 89 | ( 96) | 81 | ( 90) |
| Remedial Education | 45 | (138) | 79 | ( 85) | 56 | ( 62) |
| Public Service | 36 | (110) | 62 | ( 67) | 41 | ( 45) |
| Total | (307 | | (108) | | (111) | |

Perception of How Well Oakton Provides Educational Services

Teachers, counselors, and administrators were asked how well Oakton was providing educational programs to its district. Table C6 is a cross-tabulation of the responses in each of the six program areas by position held within the high schools.

Those high school personnel who had an opinion gave the highest ratings to the transfer program, occupational programs, and continuing education. Fewer numbers chose to evaluate guidance services, remedial courses, and public services, and those who had an opinion tended to rate

TABLE C6

HOW WELL OAKTON PROVIDES SIX EDUCATIONAL SERVICES

TO DISTRICT 535 BY POSITION IN HIGH SCHOOL*

Key:
T=Teachers(307)
C=Counselors(108)
A=Administrators(111)

| | First two years of College | | | Occupational/ Vocational Program | | | Guidance Service | | | Continuing Courses | | | Remedial Courses | | | Public Service | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | T | C | A | T | C | A | T | C | A | T | C | A | T | C | A | T | C | A |
| | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| Very well | 31 | 44 | 33 | 20 | 33 | 21 | 12 | 30 | 10 | 31 | 41 | 38 | 17 | 22 | 16 | 12 | 27 | 12 |
| More than adequately | 26 | 30 | 26 | 34 | 34 | 33 | 30 | 30 | 31 | 37 | 36 | 37 | 28 | 33 | 36 | 31 | 31 | 28 |
| Adequately | 37 | 24 | 38 | 41 | 33 | 42 | 46 | 36 | 51 | 29 | 23 | 25 | 48 | 40 | 47 | 46 | 32 | 55 |
| Less than Adequately | 5 | 1 | 3 | 3 | 1 | 2 | 9 | 3 | 9 | 3 | 0 | 1 | 5 | 4 | 2 | 6 | 8 | 5 |
| Very Poorly | 1 | 1 | 1 | 1 | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 0 |

+Percentages do not include "No Opinion or "No Response" rates.

these services lower; however, none of the categories was generally rated below "Adequately" in any significant number. Counselors tended to evaluate performance higher than did teachers and administrators. Response levels of teachers and administrators were very similar; both tended to give "Adequate" as their most frequent response in evaluating the performance of the six missions.

Perception of How Well, In General, Oakton Is Meeting Objectives

When high school personnel were asked how well, in general, Oakton was meeting its objectives, responses were similar to those found in Table C6. Table C7 illustrates that high school personnel who had an opinion believed that Oakton was "More Than Adequately" or "Adequately" meeting its objectives.

TABLE C7

HOW WELL, IN GENERAL, IS OAKTON MEETING ITS OBJECTIVES

BY POSITION OF HIGH SCHOOL PERSONNEL

| | Teachers | | Counselors | | Administrators | | All Personnel | |
|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # |
| Very well | 10 | ( 25) | 25 | (25) | 11 | (11) | 14 | ( 61) |
| More than adequately | 36 | ( 88) | 38 | (38) | 36 | (35) | 36 | (163) |
| Adequately | 46 | (112) | 36 | (36) | 50 | (48) | 45 | (199) |
| Less than adequately | 5 | ( 13) | 1 | ( 1) | 2 | ( 2) | 4 | ( 18) |
| Very poor | 2 | ( 4) | 1 | ( 1) | 1 | ( 1) | 1 | ( 6) |

*Total responding was 447 out of 537 or 83 percent.

The counseling staff tended to rate the programs and services offered by Oakton higher than did the teachers and administrators. Only 5 percent (24) of all personnel perceived the objectives were being met "Less Than Adequately" or "Very Poorly".

Awareness of Specific Services and Programs

Table C8 describes high school personnel's awareness of specific services and programs at Oakton before the survey was distributed. The respondents were clearly most aware of the MONNACEP high school completion program. Other services or programs which were recognized by more than two-thirds of the respondents were student clubs, financial aids, off-campus credit courses, and career counseling for students and community adults. Respondents were least aware of Oakton's child care services and credit courses by newspaper.

Suggestions for New Programs or Services

When high school personnel were asked whether there were educational programs or services that Oakton should be offering, 16 percent (86) said "yes" and 65 percent (348) said "no". The respondents who answered "Yes" were asked to identify what they thought Oakton should be offering. Of the 16 percent (86) who responded "Yes," a number of persons suggested new curricular programs included surveying, skill trades, machine shorthand, and solar energy, among many others. Many personnel simply suggested an expansion of vocational curricula. Suggestions for services included special programs for handicapped students and expanded counseling services.

TABLE C8

HIGH SCHOOL PERSONNEL AWARENESS OF SPECIFIC PROGRAMS AND SERVICES

| | Awareness before survey | |
|---|---|---|
| | % | # |
| Courses for high school completion (including GED) through MONNACEP | 80 | (428) |
| Student clubs and organizations | 67 | (357) |
| Financial aid for students | 64 | (345) |
| Off-campus credit courses | 62 | (330) |
| Career counseling for students and community adults | 61 | (326) |
| Intercollegiate athletics | 58 | (311) |
| Student Health Service | 58 | (309) |
| Intramural athletics | 56 | (299) |
| Off-campus job placement for students | 53 | (282) |
| Courses in English as a second language | 54 | (292) |
| Cultural events | 52 | (278) |
| Community lecture series | 48 | (258) |
| Student employment on campus | 44 | (236) |
| Weekly film series | 31 | (167) |
| Speakers Service | 28 | (150) |
| Credit courses by television | 21 | (110) |
| Nursery school for child care | 18 | ( 99) |
| Credit courses by newspaper | 14 | ( 73) |

## Satisfaction With Oakton Programs and Services

To further investigate satisfaction with Oakton programs, high school personnel were asked if they, as educators, were "very satisfied", "satisfied", or "not satisfied" with Oakton's programs. Ninety-two percent (403) of the 437 who responded were "very satisfied" or "satisfied." Those who were not satisfied were asked why. Responses reflected dissatisfaction with the perceived quality of classes, inadequate number of vocational programs, and lack of information.

## How High School Staff Have Utilized Oakton Staff

Because part of Oakton's public service philosophy is to provide resource personnel for the community, the Community Impact Study Task Force was interested in measuring whether Oakton Community College personnel have been utilized by the high schools. According to this survey, this utilization has occurred infrequently. A small number of high school personnel, however, have taken advantage of the college staff as resource persons. Business and career faculty were used by 93 respondents (17 percent), student development staff by 92 (17 percent), other faculty by 93 (17 percent); however, admissions staff were utilized by 146 respondents (27 percent). When asked if Oakton staff could be more responsive to their needs, 25 percent (132) said yes, and 93 out of the 132 pointed out that better communication was needed between the college and high schools.

Responses to the three open-ended questions discussed above are included in Volume II, Appendix C.

## Summary of High School Personnel Summary

Generally, the high school personnel consider Oakton's services and programs "very important" to the district. The benefits of having a community college in the area that were given the highest ratings were: the opportunity to explore educational and career options, opportunity to update job skills, preparation for occupations in which employment opportunities exist, provide low cost education, and have a college close to home. Secondary to the benefits mentioned above was the offering of non-credit, leisure-time programs.

The majority of high school personnel surveyed learned about Oakton through special mailings (78 percent). Less than 50 percent, but more than 30 percent, mentioned former students, local newspapers, people they worked with, high school counselors, and Oakton faculty and staff.

Those surveyed knew of the transfer programs, occupational programs, and continuing education program. They were less aware of remedial and public service programs, and least aware of counseling programs. When they were asked how well those programs were performed, the high school personnel ranked them the same way.

When the responses on awareness were separated by positions held within the high schools, it was found that counselors were the most aware of the six program areas, and teachers were least aware. Counselors were also more likely to give higher performance ratings to Oakton than were teachers and administrators.

## Discussion of High School Personnel Survey Findings

High School Personnel tended to be more knowledgeable of College programs and services than other groups surveyed. As was expected, high school counselors, who have had the most contact with the College, knew the most about Oakton and also evaluated programs and services higher than did teachers or administrators. A special effort should be made to better inform the latter groups of what the College has to offer.

The questions regarding awareness of College programs and services are of special interest. The College's non-credit, continuing education programs received the highest evaluation of all of the six missions. The high visibility of these programs aimed at community adults and the fact that MONNACEP conducts extensive classes at eight of the high schools may account for the high rating.

Most of the high school personnel were aware of the high school completion classes offered through MONNACEP. A number of high school teachers have taught in this program which is often used as an alternative for students who do not wish to complete high school in a traditional way. Another specific service which had a relatively high percentage of awareness was "Career counseling for students and community adults." It is interesting to note that the two other references to counseling in the survey received low awareness and low evaluations. The question is: why did respondents recognize this specific item? Since

the College has a very visible career counseling service (Adult Career Resource Center) aimed at community adults, the awareness cited may be related to knowledge of this service, but the data do not clearly identify why the contradictory answers occurred.

The lack of awareness of guidance and counseling services may exist because of the way Oakton provides these and other allied services through a Student Development program which is different from traditional high school counseling. The data do not identify whether Oakton's Student Development program is understood or whether Oakton is performing as well as it should. The fact that many high school personnel chose "No Opinion" in evaluating counseling, remedial education, and public service programs may permit a greater reliance on the other responses. Those who were most aware of the programs tended to feel qualified to evaluate them.

High school personnel respondents highly value the benefits the community college provides to residents. They were generally satisfied with Oakton's offerings, but many commented in answering an open-ended question that more communication between the College and the high school should be initiated. The results of this survey support that suggestion. For example, personnel from only one school had 100 percent awareness of the College's largest and most used program, the transfer curricula (first two years of college). Of the total sample of respondents, 11 percent were not aware that Oakton had the first two years of college. Personnel from newer areas of the district are not as well informed. All in all, although Oakton has done a better job of informing this survey group than any of the others, there still are areas where communication can be improved.

SECTION D

# SURVEY OF HIGH SCHOOL STUDENTS

## Introduction

In each year since the establishment of the College, a majority of Oakton's students have been eighteen and nineteen-year-olds from local high schools. In setting objectives for the Community Impact Study, the Task Force recognized that an essential component of the data to be generated must come from the young people whom the College seeks to serve. Within the College service area, twelve comprehensive public high schools provide secondary education programs under township high school districts and several private high schools draw their enrollment from the general geographic area. The socio-economic level and the values and aspirations of citizens in the district combine to support excellent high school facilities and strong educational programs with a heavy emphasis on the college preparatory curriculum.

## Selection of the Sample

The total reported enrollment for the junior and senior classes at the twelve public and four largest private high schools in fall semester 1979 was 16,210. A sample of high school juniors and seniors was drawn by selecting from each school one or more homerooms chosen at random, or similar heterogeneous class groups in the several schools that did not have homerooms. High school personnel assisted in selecting the latter class groups.

## Administration of the Survey

The high school survey was administered early in the fall semester. The forms were completed by students during class time and were collected by high school personnel. Surveys were completed by 1258 students.

## Design of the Student Survey

The survey developed by the Community Impact Task Force was designed for completion in ten minutes or less, and specifically tailored for this student population. Pretesting was conducted prior to the administration of the survey.

The survey included some items that closely paralleled questions in the other Community Impact Study surveys. These "core" questions focused on: the respondents' awareness of Oakton's educational programs and services; their perception of how well the college is meeting specific objectives; sources of information about Oakton, and preferred times for attending classes. Other questions unique to the high school student survey focused on the educational aspirations of the respondents and on their interest in learning more about Oakton or attending Oakton.

## Profile of the Sample

The students in the survey population were almost evenly divided as to sex and grade level. The sample is approximately double the size that is considered adequate for a representative sample. This sample size permitted approximate, although not exact, stratification based on individual school enrollments.

All materials relevant to completion of this part of the survey are included in Volume II, Appendix D.

## General Data

### Awareness of Oakton Programs and Services

Respondents were asked to indicate their awareness of each of six types of educational program areas at Oakton Community College. While 64 percent (808) were aware of courses that can be transferred to a four year college, less than half of the students were aware of other kinds of courses (vocational, remedial, continuing education), public service programs or counseling services Oakton offers. Table D1 summarizes the students' responses to this question.

TABLE D1

HIGH SCHOOL STUDENT AWARENESS
OF PROGRAM AREAS OFFERED BY OAKTON

| Program | % | # |
|---|---|---|
| Baccalaureate Transfer Courses | 64% | (808) |
| Occupational and Vocational Courses | 46% | (582) |
| Counseling Services | 21% | (265) |
| Continuing Education Courses (MONNACEP) | 37% | (464) |
| Basic and Remedial Programs | 40% | (498) |
| Public Service Programs | 25% | (314) |

Awareness of Oakton's services was assessed on a 17-item checklist. In Table D2, these services are listed in order of frequency of responses. The top four items in the table are generally expected at any college; the College and Career Fair is a specifically "Oakton" event.

TABLE D2

HIGH SCHOOL STUDENT AWARENESS
OF OAKTON SERVICES

| Service | Awareness | |
|---|---|---|
| | % | # |
| Student Clubs, Organizations | 41 | (511) |
| Financial Aid for Students | 38 | (481) |
| Intramural Athletics | 36 | (455) |
| Intercollegiate Athletics | 35 | (440) |
| OCC College and Career Fair | 32 | (383) |
| Career Counseling for Students and Community Adults | 31 | (387) |
| Off-Campus Credit Courses | 29 | (368) |
| Off-Campus Job Placement for Students | 26 | (331) |
| Courses in English as a Second Language | 26 | (325) |
| Cultural Events | 22 | (279) |
| Student Employment on Campus | 21 | (266) |
| Community Lecture Series | 21 | (264) |
| Student Health Service | 20 | (253) |
| Weekly Film Series | 15 | (192) |
| Nursery School for Child Care | 12 | (150) |
| Credit Courses by Newspaper | 10 | (127) |
| Courses by Television | 9 | (117) |

## Sources of Information

Students were asked how they had learned about courses, programs and services offered by Oakton. Although 32 percent (408) of the students reported Oakton mailings as a source of information, personal contacts of various kinds - especially with peers - were the major factor. Table D3 provides a summary of the responses in order of frequency.

TABLE D3

HOW HIGH SCHOOL STUDENTS LEARN ABOUT OAKTON*

| Personal Contacts | % | # |
|---|---|---|
| Friends | 47 | (594) |
| Oakton Students and Former Students | 44 | (555) |
| High School Counselors | 24 | (297) |
| Relatives | 21 | (268) |
| High School Teachers | 19 | (239) |
| Co-Workers | 14 | (184) |
| Oakton Faculty and Staff | 7 | (88) |
| **Media Contacts** | | |
| Oakton Mailing (Oakton Report) | 32 | (408) |
| Local Newspapers | 23 | (290) |
| Radio | 6 | (69) |

*Multiple Responses Allowed

## Perceptions

The student survey contained a rating scale on which respondents were asked to indicate their perceptions of Oakton's success in providing for

specific student needs. The most frequent response to all items of this question was that Oakton is meeting its objectives "adequately" or "more than adequately." Students who have heard about Oakton see it as a good place to make the transition between high school and a four-year institution, to make some academic choices, and to prepare for a job. A third or more of the students responded that they had heard nothing about Oakton in reference to each of the objectives. These perceptions are reported in D4.

Educational Goals

The College constituency is a well-educated, affluent one, and high schools reflect this in their emphasis on college preparatory courses. To explore the extent to which Oakton is viewed as a possible college choice, high school students were asked about their educational goals. Most respondents had high aspirations about academic degrees: 31 percent (392) are planning to earn a bachelor's degree, and an additional 32 percent (408) a graduate or professional degree. Students who plan "some college" or an associate degree comprise 12 percent (159) of the sample; 13 percent (164) are undecided.

Three questions focused on information sessions about Oakton, and on Oakton as a possible college choice. Less than 10 percent of the students had listened to a presentation or talked with an Oakton representative at their school; slightly less than a quarter of the students indicated they would attend an information session and were considering Oakton for college. Table D5 presents the data.

TABLE D4

HIGH SCHOOL STUDENT PERCEPTIONS OF HOW WELL
OAKTON IS MEETING SPECIFIC OBJECTIVES

| Objective | Very Well | | More than Adequately | | Adequately | | Less Than Adequately | | Poorly | | Heard Nothing | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | % | # | |
| Supportive Atmosphere for Students who Need to "Try-out" College | 16 | (203) | 18 | (229) | 22 | (280) | 4 | (49) | 2 | (27) | 32 | (408) | (1196) |
| Preparation for Transfer to 4 Year Institution | 9 | (112) | 12 | (154) | 33 | (420) | 3 | (39) | 4 | (53) | 33 | (415) | (1205) |
| Enabling Students to Explore Career Options | 8 | (101) | 17 | (215) | 25 | (318) | 4 | (49) | 2 | (21) | 39 | (485) | (1189) |
| Preparing Students for a Job | 7 | (89) | 13 | (165) | 33 | (414) | 5 | (64) | 2 | (24) | 35 | (437) | (1193) |
| Providing Special Help with Academic Skills | 7 | (82) | 13 | (163) | 23 | (293) | 4 | (52) | 2 | (26) | 46 | (578) | (1194) |
| Providing Individual Guidance and Counseling | 4 | (53) | 8 | (103) | 22 | (282) | 7 | (87) | 2 | (24) | 51 | (643) | (1192) |

TABLE D5

OAKTON AS A POSSIBLE CHOICE
BY HIGH SCHOOL STUDENTS

| | % | # |
|---|---|---|
| Have talked with an Oakton representative | | |
| at College/Career Night | 6 | (81) |
| at High School | 8 | (97) |
| at Oakton | 2 | (26) |
| Other contact | 2 | (24) |
| Would attend an information session | 24 | (296) |
| Do not know | 37 | (438) |
| Considering Oakton for college | 25 | (307) |

Preferred Time

Students who had some interest in attending Oakton were asked to indicate their preferences for attendance times and may have checked more than one time period. The largest number, 25 percent (317), indicated they preferred weekday morning classes. Responses to other choices (afternoons, nights, weekends) did not exceed five percent.

Variations by High School

In order to examine the student data in greater detail, several cross-tabulations were made, reflecting responses by individual high school. Students from the public schools of the original district (Maine and Niles Townships), particularly those located close to the present interim facilities of the college, seemed to have greater awareness of Oakton and its programs and services.

A wide range of responses underlie the data on educational goals of the students in the various high schools. Table D6 lists student responses by school.

TABLE D6

EDUCATIONAL GOALS OF HIGH SCHOOL STUDENTS

| | Some College/Associate Degree | | Bachelors, Graduate/Professional | |
|---|---|---|---|---|
| | % | # | % | # |
| Maine North | 13 | (10) | 49 | (37) |
| South | 16 | (16) | 59 | (54) |
| East | 14 | (10) | 50 | (42) |
| West | 32 | (16) | 34 | (17) |
| Niles North | 15 | (16) | 56 | (62) |
| East | 7 | (5) | 67 | (51) |
| West | 13 | (9) | 57 | (41) |
| Glenbrook North | 9 | (9) | 80 | (80) |
| South | 21 | (20) | 61 | (64) |
| New Trier East | 3 | (3) | 69 | (60) |
| West | 10 | (9) | 75 | (67) |
| Loyola* | 3 | (2) | 83 | (51) |
| Marillac* | 17 | (7) | 62 | (26) |
| Notre Dame* | 12 | (5) | 71 | (29) |
| Regina Dominican* | 6 | (3) | 74 | (36 |
| Evanston | 12 | (16) | 43 | (83) |

*Private High School

## High School Students' Interest in Oakton

Interest in learning about Oakton varied from one student group to another. Similarly, the percentage of students at a given school who are considering attending Oakton varied widely. Data reported by specific schools are listed in Table D7.

TABLE D7

HIGH SCHOOL STUDENTS' INTEREST
IN OAKTON

| | Interest in Attending Information Sessions | | Considering Attending Oakton | |
|---|---|---|---|---|
| | % | # | % | # |
| Maine North | 48 | (23) | 43 | (33) |
| South | 46 | (27) | 21 | (19) |
| East | 65 | (30) | 43 | (30) |
| West | 50 | (15) | 44 | (22) |
| Niles North | 43 | (26) | 29 | (32) |
| East | 49 | (20) | 33 | (25) |
| West | 38 | (16) | 32 | (23) |
| Glenbrook North | 27 | (16) | 16 | (16) |
| South | 53 | (37) | 35 | (37) |
| New Trier East | 28 | (14) | 10 | (9) |
| West | 25 | (15) | 11 | (10) |
| Loyola* | 5 | (2) | 3 | (2) |
| Marillac* | 33 | (8) | 19 | (8) |
| Notre Dame* | 48 | (11) | 17 | (7) |
| Regina* | 31 | (9) | 8 | (41) |
| Evanston | 31 | (21) | 22 | (29) |

*Private high school

Students who are considering attending Oakton included some who report their educational goals as merely high school completion. No assumption can be made as to the basis for these responses. In this sample, 24 percent (307) are considering attending Oakton. Greater interest in attending information sessions about Oakton and higher percentages of students considering attending Oakton were reported by the students at the

high schools located close to the new campus in Des Plaines. Table D8 summarizes the academic goals of students who identified Oakton as a possible choice for college.

TABLE D8

EDUCATIONAL GOALS OF HIGH SCHOOL STUDENTS CONSIDERING ATTENDING OAKTON

| Goal | % | # |
|---|---|---|
| High School Completion | 12 | (38) |
| Some College | 15 | (45) |
| Associate in Arts Degree | 14 | (44) |
| Bachelors Degree | 25 | (78) |
| Graduate Degree | 15 | (46) |
| Total considering Oakton (of 1258) | 24 | (307) |

## Summary of High School Student Survey

In-district high school seniors and juniors, who constitute a major source of potential Oakton students, have had little direct contact with the College and are not well informed about its educational programs and services. The College's counseling services, which distinguish Oakton's approach to the development of the total person, are less familiar to students than public service programs, continuing education, and the remedial, vocational and baccalaureate courses. Personal contacts among peers and Oakton mailings provid the bases for students' awareness and

perceptions of the College. Students have high educational aspirations, particularly at specific schools. Two-thirds of the students surveyed plan to complete four or more years of college.

Those who have formed an opinion about Oakton seem to view it as a place to "try out" college, to explore career options and to prepare for transfer to a four-year institution. The large majority of those students who have formed an opinion see Oakton as meeting its objectives "adequately" to "very well;" however, almost a quarter of the students in the sample have formed no opinion. About one-fourth of the respondents are considering attending Oakton and would prefer classes that meet on weekday mornings.

## Discussion of High School Student Findings

Since there are approximately 8,000 high school seniors in the service area of the College, the major source of potential students is a large one. Estimates based on the data provided by the high school student sample may be used in developing plans for attracting and serving these young people.

In addition to the majority who plan to attain at least a bachelor's degree, there is a smaller but still sizeable group who are undecided about future educational plans. The needs of these prospective students may well be far different in terms of information as well as programs and services. Activities designed to assist students in exploring options, making decisions and setting goals are appropriate for the undecided and the student with limited aspirations.

Behind the emphasis on college preparatory curricula in the high schools of the district lies the expectation that a majority of graduates will go away from home to attend college. Clearly the experience of college dormitory life is one that Oakton cannot provide. While no data regarding financial need or family income level were collected, families within the district cannot be unaffected by the current inflationary spiral. Parents forced to make additional financial sacrifices and young people contributing toward the cost of four or more years of higher education may look more closely at the total expenditure involved, and may turn to their community college as a way of minimizing costs.

For such students, a carefully selected program of first- and second-year baccalaureate courses which articulate with their future curricula at the four-year institutions of their choice is essential and it is available at Oakton. For those students who seek to find out what directions make sense for them individually, who need to integrate academic pursuits with a world more real than a college campus, Oakton may be exactly the right place. However, they may not know this unless their levels of awareness are heightened.

SECTION E

# SURVEY OF MONNACEP STUDENTS

## Introduction

One of the six missions of the Illinois Community College system is to provide non-credit and leisure-time programs of interest to the community. Oakton fulfills this mission through MONNACEP, the Maine-Oakton-Niles-Northfield Adult and Continuing Education Program.

By joining with three local high school districts (Maine, Niles, Northfield) in a consortium, the College is able to provide a comprehensive array of non-credit courses, most of which are offered at eight high school campuses and on the College campus. In addition, classes are offered in several churches and synagogues, municipal buildings, community centers, libraries, and park district facilities. Most classes are conducted on Monday through Thursday evenings, although in recent years many have been offered on Saturday and Sunday.

The fall 1979 MONNACEP enrollment was 11,315 of whom 76 percent were in-district residents. The remainder were from surrounding suburban communities and Chicago.

Since MONNACEP students represented users of a significant program of the College, they were included in the Community Impact Study.

## Selection of MONNACEP Students' Sample

During the 1979 fall term, a systematic sample of MONNACEP students was drawn by selecting every 18th class listed on the "count of seats" print-out after randomly selecting the starting point. Thirty-two class sections were chosen for the sample.

## Administration of the Survey

After the classes began in late September, a letter was sent to MONNACEP staff informing them of the study and their involvement in data collection. Staff from the office of Community Outreach and the MONNACEP director conducted the survey in the selected classes during the week of October 8 through 14, 1979. The total number of respondents was 429, a representative sample of the total enrollment, although the data may be limited by the fact that surveys were given in classes rather than to a random selection of individual MONNACEP students.

## Profile of MONNACEP Students

Fifty percent of the 429 MONNACEP students were between the ages of 16-34, with 22 percent (95) in the 15-24 age range and 28 percent (119) in the 25-34 range. Other age categories were almost evenly divided. The age group percentages are similar to those of MONNACEP's fall enrollment with the exception of the 60+ age group, which represented 13 percent of the sample but only 7 percent of fall enrollment.

The majority, 57 percent (245), of the respondents were female. Most, 64 percent (273), were employed full-time; only 8 percent (34) were employed part-time. Fourteen percent (60) were homemakers.

Thirty-two percent (138) of the MONNACEP students had a college degree, and 28 percent (121) had some college or an associates degree.

Twelve percent (50) had less than a high school diploma, reflecting the fact that two of the 32 classes selected in the sample were high school completion classes.

All materials relevant to completion of this part of the study are included in Volume II, Appendix E.

## General Data

### Benefits of Having a Community College

MONNACEP students were asked to rate the benefits of having a community college available in the area. Ratings were scored 1=Very Important, 2=Important, and 3=Not Important. Table E1 illustrates that most MONNACEP students who had an opinion consider the services of the College "Very Important" to "Important". The highest rated benefit was the "opportunity to explore education and career options," with 99 percent (403) of those who rated it indicating that it was "Very Important" or "Important".

The second and third-rated benefits were "update job skills" and "provide low cost college education." Of less importance to the respondents were the benefits of "college close to home" and "provide non-credit, leisure-time programs." However, in all of the categories the most frequent response was "Very Important." MONNACEP students who were sampled apparently believe the College's existence is very advantageous to the community.

TABLE E1

BENEFITS OF HAVING A COMMUNITY COLLEGE
AVAILABLE ACCORDING TO MONNACEP STUDENTS**

| Benefits | Very Important | | Important | | Average (Mean)* | Most Frequent Response (Mode)* |
|---|---|---|---|---|---|---|
| | % | # | % | # | | |
| Opportunity to explore educational and career options | 69 | (281) | 30 | (122) | 1.3 | 1.0 |
| Update job skills | 68 | (232) | 30 | (124) | 1.3 | 1.0 |
| Prepare people for occupations where job opening exist | 54 | (219) | 41 | (167) | 1.5 | 1.0 |
| Provide non-credit leisure time programs | 47 | (188) | 47 | (188) | 1.6 | 1.0 |
| Provide low cost college education | 69 | (280) | 28 | (113) | 1.3 | 1.0 |
| College close to home | 56 | (221) | 33 | (133) | 1.6 | 1.0 |

*1.0=Very Important
2.0=Important
3.0=Not Important

**Percentages do not include "no opinion" or "no response" rates.

How MONNACEP Students Learned about Oakton Community College

MONNACEP students were asked how they learned about Oakton Community College. Table E2 indicates that 75 percent (323) reported that the College's special mailings were their most significant source of information. This is an expected response since a majority, 76 percent (326), live in the college district or in Evanston where each resident is mailed a copy of the Oakton Report and the MONNACEP brochure.

TABLE E2

HOW MONNACEP STUDENTS LEARN ABOUT OAKTON COMMUNITY COLLEGE*

| Source | Respondents | |
|---|---|---|
| | % | # |
| Oakton Special Mailings | 75 | (323) |
| Local Newspapers | 40 | (170) |
| Friends | 31 | (132) |
| Oakton Students and Former Students | 18 | (76) |
| People You Work With | 14 | (58) |
| Relatives | 11 | (47) |
| High School Counselors | 8 | (34) |
| OCC Faculty and Staff | 6 | (25) |
| High School Teachers | 5 | (22) |
| Radio | 1 | ( 6) |
| Other | 5 | (22) |

*Multiple responses allowed

Awareness and Ratings of OCC Programs and Services

Table E3 indicates MONNACEP students' awareness of the College's six programs before the survey and how successfully the college was meeting the objectives of each program. Ratings are scored from 1=Very Well, 2=More Than Adequately, 3=Adequately, 4=Less Than Adequately to 5=Very Poor.

TABLE E3

MONNACEP STUDENTS' AWARENESS OF PROGRAMS AND HOW WELL OAKTON COMMUNITY COLLEGE IS PERFORMING THE OBJECTIVES OF THE COLLEGE**

| | | | PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|---|---|
| Program | Awareness Before Survey | | Very Well To More Than Adequately | | Average (Mean)* | Most Frequent Response (Mode)* | No Opinion | |
| | % | # | % | # | % | # | % | # |
| First two years of college | 52 | (224) | 64 | (165) | 2.1 | 3.0 | 29 | (125) |
| Occupational-Vocational Programs | 65 | (279) | 61 | (167) | 2.1 | 3.0 | 25 | (107) |
| Guidance/ Counselling | 23 | (98) | 36 | (72) | 2.6 | 3.0 | 40 | (170) |
| Continuing Education | 78 | (334) | 75 | (257) | 1.8 | 1.0 | 13 | (54) |
| Remedial Education | 35 | (151) | 52 | (108) | 2.3 | 3.0 | 37 | (160) |
| Public Service | 34 | (147) | 61 | (152) | 2.1 | 3.0 | 29 | (123) |

*1.0=Very Well
2.0=More Than Adequately
3.0=Adequately

**Percentages, mean and mode do not include "No Opinion" or "No Response" rates.

Respondents were most aware of the College's non-credit, continuing education program, and 75 percent (257) of those who had an opinion rated Oakton's performance "Very Well" to "More Than Adequately" with the most frequent response being "Very Well."

Two-thirds of the respondents, were aware of the Occupational-Vocational Programs and 61 percent (167) of those who answered responded "Very Well" to "More Than Adequate" in rating performance. The most frequent response, however, for all the program areas except Continuing Education was "Adequately". Respondents indicated they were least aware of Oakton's guidance/counseling program , and of those that had an opinion (40 percent did not), only 36 percent (72) rated it "Very Well" to "More Than Adequately."

Nearly one-third of the respondents selected "No Opinion" when asked to rate the performance of transfer programs, guidance and counseling, remedial education, and public services. The "No Opinion" responses were highest in categories in which recognition was lowest.

Awareness and Ratings of Specific Programs

MONNACEP students were asked their awareness of specific services and programs offered by Oakton Community College and MONNACEP. Their responses, as reported in Table E4, indicate 57 percent (246) were aware of courses for high school completion through MONNACEP. Between 40 and 50 percent of all respondents were aware of the off-campus credit courses, courses in English as a Second Language, cultural events, student clubs and organizations and community lecture series. Respondents were least aware of credit courses by newspaper and Oakton's child care service.

TABLE E4

AWARENESS OF SPECIFIC SERVICES AND PROGRAMS BY MONNACEP STUDENTS

| Category | Respondents | |
|---|---|---|
| | % | # |
| Courses for High School Completion (including GED through MONNACEP | 57 | (246) |
| Off-Campus Credit Courses | 49 | (209) |
| Courses in English as a Second Language | 45 | (191) |
| Cultural Events | 45 | (191) |
| Student Clubs and Organizations | 44 | (190) |
| Community Lecture Series | 42 | (178) |
| Career Counseling for Students and Community Affairs | 39 | (168) |
| Intramural Athletics | 36 | (153) |
| Financial Aid for Students | 35 | (149) |
| Weekly Film Series | 34 | (147) |
| Intercollegiate Athletics | 32 | (136) |
| Off Campus Job Placement for Students | 30 | (129) |
| Student Health Service | 27 | (114) |
| Speakers' Service | 26 | (113) |
| Student Employment on Campus | 26 | (110) |
| Credit Courses by Television | 22 | ( 93) |
| Nursery School for Child Care | 19 | ( 80) |
| Credit Courses by Newspaper | 11 | ( 48) |

Perception of How Well, In General, Oakton Is Meeting Objectives

When asked how well, in general, was Oakton was meeting its objectives, MONNACEP students most frequently responded "Very Well" or "More Than Adequately," with 36 percent (114) for each response. However, 25 percent (108) chose not to respond or had "No Opinion". Since the Task Force was interested in how residents from individual communities answered this question, Table E5 analyzes the responses by five communities which had 20 or more respondents. Total responses are also included in Table F5.

TABLE E5

HOW WELL, IN GENERAL, IS OAKTON MEETING ITS OBJECTIVES ACCORDING TO MONNACEP STUDENTS IN FIVE COMMUNITIES*

| Responses by Community | Very Well | | More Than Adequately | | Adequately | | Less Than Adequately | | Very Poorly | | Total Number** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | |
| Des Plaines | 41 | (14) | 27 | (9) | 32 | (11) | - | - | - | - | (42) |
| Glenview | 27 | (7) | 54 | (14) | 19 | (5) | - | - | - | - | (36) |
| Niles | 47 | (20) | 30 | (13) | 21 | (9) | 2 | (1) | - | - | (53) |
| Park Ridge | 33 | (14) | 26 | (11) | 36 | (15) | 2 | (1) | 2 | (1) | (48) |
| Skokie | 36 | (19) | 26 | (14) | 36 | (19) | - | - | 2 | (1) | (67) |
| All Respondents** | 36 | (114) | 36 | (114) | 27 | (85) | 2 | (5) | 1 | (3) | (429) |

*Includes communities in which 20 or more students responded
**Total number includes all respondents whether they responded to this question or not.

Preference of Place to Take An OCC Class

MONNACEP students were asked where they would prefer to take an Oakton class: "new campus in Des Plaines", "interim campus in Morton Grove", "a local high school" or "it doesn't matter; if it's a course I want, I will get there." As illustrated in Table E6 the most frequent response was "it doesn't matter...," 30 percent (128), followed by "In my local high school, 28 percent (118). Respondents favoring the "new campus", 18 percent (79), virtually equalled those choosing the interim campus, 17 percent (72). Table E6 analyzes the responses by seven communities and by all respondents.

TABLE E6

PREFERENCE FOR PLACE TO TAKE AN OCC CLASS
BY MONNACEP STUDENTS FROM 7 COMMUNITIES*

| | Prefer Des Plaines Campus | | Prefer Morton Grove Campus | | Prefer Local High School | | Doesn't Matter; Depends on Course | | Total Number** |
|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | # |
| Des Plaines | 55 | (23) | - | - | 12 | (5) | 31 | (13) | (42) |
| Glenview | 44 | (16) | 8 | ( 3) | 22 | (8) | 25 | (9) | (36) |
| Morton Grove | - | - | 35 | ( 6) | 24 | (4) | 29 | (5) | (16) |
| Niles | 9 | ( 5) | 30 | (16) | 17 | (9) | 30 | (16) | (53) |
| Northbrook | 4 | ( 1) | - | - | 52 | (13) | 40 | (10) | (25) |
| Park Ridge | 29 | (14) | 10 | ( 5) | 33 | (16) | 23 | (11) | (48) |
| Skokie | 3 | ( 2) | 27 | (18) | 43 | (29) | 16 | (11) | (67) |
| All Respondents | 18 | (79) | 17 | (72) | 28 | (118) | 30 | (128) | (429)*** |

*Includes communities having 20 or more respondents
**Total number includes all respondents .

From MONNACEP students' responses by community as given in Table E6, it appears that students living in Des Plaines, Glenview, and Park Ridge prefer the Des Plaines campus while MONNACEP students from Morton Grove, Niles, and Skokie prefer the "interim campus in Morton Grove". Except for Skokie, however, all reported by 23 percent or more that if they wanted the class, it did not matter. They would go anywhere.

## Time Preference for OCC Classes

MONNACEP students are also potential Oakton Community College students. To accommodate their needs, it is important to schedule classes at convenient times. Therefore, MONNACEP students were asked their choice for time of day and days of week if enrolling in an Oakton class. The most frequent response was Monday through Thursday evenings. Additional responses are illustrated in Table E7.

TABLE E7

PREFERENCE FOR TIME FOR TAKING AN OCC CLASS BY MONNACEP STUDENTS

| Preference | Respondents | |
|---|---|---|
| | % | # |
| Monday through Friday Mornings | 15 | (64) |
| Monday through Friday Afternoons | 5 | (23) |
| Monday through Thursday Evenings | 67 | (289) |
| Friday Evening | 10 | (43) |
| Saturday Morning | 21 | (92) |
| Sunday | 12 | (53) |

## Previous Enrollment in MONNACEP Classes

When asked how many MONNACEP classes they had taken in the past three years, 63 percent (271) of the student respondents said they had taken one to four courses. As Table E8 illustrates, only 11 percent (49) had taken five or more, and 25 percent (100) chose not to respond.

TABLE E8

PREVIOUS ENROLLMENT IN MONNACEP BY MONNACEP STUDENTS
DURING THE PAST THREE YEARS

| Number of Courses | Respondents | |
|---|---|---|
| | % | (#) |
| One | 30 | (128) |
| Two to Four | 33 | (143) |
| Five or More | 11 | ( 49) |
| No Answer | 25 | (109) |

## Satisfaction with MONNACEP Classes

The students were asked if they were satisfied with MONNACEP. Of the 325 who had an opinion, 63 percent (205) were "Completely Satisfied" or "More Than Satisfied." Only 8 percent (26) were less than satisfied. Table E9 describes the responses.

TABLE E9

SATISFACTION OF MONNACEP STUDENTS
WITH THEIR EXPERIENCE AT MONNACEP*

| | % | (#) |
|---|---|---|
| Completely Satisfied | 40 | (130) |
| More Than Satisfied | 23 | (75) |
| Satisfied | 29 | (94) |
| Less Than Satisfied | 8 | (26) |
| Total Responding | | (325) |

*Percentages do not include "No Opinion" or No Response" rates.

Benefits of MONNACEP Classes

Respondents were asked in what ways they were helped by their involvement in MONNACEP. Table E10 reports a variety of responses. The greatest number of respondents indicated they had "increased general knowledge and skills" through participation in MONNACEP. More than a third of the students, 35 percent (152), said their activities helped them "meet other people" and increased their opportunities for "recreation and leisure activities."

TABLE E10

HOW MONNACEP COURSES HELPED MONNACEP STUDENTS*

| Category | Respondents | |
|---|---|---|
| | % | (#) |
| Increased general knowledge and skills | 42 | (182) |
| Increased opportunity for recreation and leisure activities | 35 | (152) |
| Provided opportunity to meet other people | 35 | (152) |
| Increased knowledge and skills related to a job | 20 | (85) |
| Improved human relation skills | 18 | (79) |
| Increased chances to qualify for a new job | 16 | (67) |
| Provided a personal experience with the academic community | 12 | (51) |
| Improved chances for salary increase | 11 | (45) |
| Increased chances for a job promotion | 8 | (35) |
| Other benefits | 8 | (32) |

*Multiple responses allowed

How Respondents Learned about MONNACEP

MONNACEP students were asked how they learned about the program. Table E11 illustrates that the two formalized means used by MONNACEP to disseminate information, the MONNACEP brochure and local newspaper articles, were two of the top three means used by students to become informed. Friends of students were significant in providing information about MONNACEP.

TABLE E11

HOW MONNACEP STUDENTS LEARN ABOUT MONNACEP*

| Source | Respondents | |
|---|---|---|
| | % | (#) |
| MONNACEP brochure | 72 | (310) |
| Friends | 29 | (126) |
| Local newspaper | 27 | (117) |
| MONNACEP students and former student | 12 | (50) |
| Relatives | 11 | (49) |
| People you work with | 9 | (37) |
| MONNACEP faculty and staff | 7 | (28) |
| Radio | 1 | ( 6) |
| Others | 2 | (10) |

*Multiple Responses allowed

Residency of MONNACEP students

Administrators of the MONNACEP programs were interested in knowing whether students were longtime residents of the Chicago area and of the college district or relative newcomers. Table E12 and E13 report data about the MONNACEP students' residency in the Chicago area and immediate community. As illustrated in Table E12, 83 percent (356) of the students reported they had resided in the Chicago area for more than 10 years. In addition, as shown in Table E13, 52 percent (221) of the respondents said that they had lived in their immediate community for more than 10 years.

TABLE E12

HOW LONG MONNACEP STUDENTS LIVED IN THE CHICAGO AREA

| Category | Respondents | |
|---|---|---|
| | % | (#) |
| Less than 1 year | 2 | (7) |
| 1 - 4 years | 6 | (24) |
| 4 - 10 years | 6 | (28) |
| More than 10 years | 83 | (356) |

TABLE E13

HOW LONG MONNACEP STUDENTS LIVED IN PRESENT COMMUNITY

| Category | Respondents | |
|---|---|---|
| | % | (#) |
| Less than 1 year | 9 | (38) |
| 1 - 4 years | 20 | (85) |
| 4 - 10 years | 18 | (77) |
| More than 10 years | 52 | (221) |

## Travel Time to a MONNACEP Class

MONNACEP students were asked the length of time spent in traveling to their present class and the maximum amount of time they would spend traveling to a future class. As described in Table E14, 45 percent (194) spent less than 15 minutes. Many of those who were traveling only 15 minutes to class would apparently travel longer since 58 percent (249) said that they would be willing to travel 15-30 minutes to a future class. Very few, 14 percent (62), currently travel 30 minutes to a class and not many more, 21 percent (88), would be willing to do so in the future.

TABLE E14

HOW LONG MONNACEP STUDENTS WOULD BE WILLING TO TRAVEL TO CLASS

| Time | Present Class | | Future Class | |
|---|---|---|---|---|
| | % | # | % | # |
| Less than 15 minutes | 45 | (194) | 18 | ( 76) |
| 15 - 30 minutes | 37 | (158) | 58 | (249) |
| 30 - 45 minutes | 10 | ( 43) | 15 | ( 63) |
| 45 - 60 minutes | 4 | ( 19) | 6 | ( 25) |

## Evening Preference for Participation

MONNACEP students were asked which evening of the week was most convenient to attend a MONNACEP class. As reported in Table E15, almost a quarter of the students selected Tuesday and/or Wednesday as the best evening of the week for them to attend a class. Monday and/or Thursday evenings were second and third choices for class nights. Very few persons selected Friday evening as the best evening.

TABLE E15

EVENING OF THE WEEK MOST CONVENIENT TO ATTEND MONNACEP CLASS

| Evening | Respondents | |
|---|---|---|
| | % | # |
| Monday | 18 | ( 79) |
| Tuesday | 24 | (105) |
| Wednesday | 23 | ( 97) |
| Thursday | 17 | ( 74) |
| Friday | 2 | ( 7) |
| None of above | 10 | ( 44) |
| No answer | 5 | ( 23) |

## Summary of MONNACEP Student Survey

The 429 MONNACEP students who were surveyed rated the benefits of having a community college available in the area as "Very Important" or "Important," with the most frequent response being "Very Important" for each of the benefits listed. Benefits having the highest scores were the "opportunity to explore educational and career options," "Update job skills," and "Provide low cost education."

"Oakton mailings" (75 percent) and "local newspaper stories" (40 percent) were their primary sources of information about Oakton Community College according to MONNACEP students. These formal media presentations and contacts far outranked the personal contact of "Friends" (31 percent) and "Oakton students and former students" (18 percent) as sources of information about Oakton Community College.

Over three-quarters of the MONNACEP students were aware of the College's continuing education program, and over half knew about occupational-vocational programs (65 percent) and college transfer programs (52 percent). MONNACEP students were less aware of the other programs (Remedial Education, Public Service, and Guidance and Counseling in that order). MONNACEP students were significantly more aware of continuing education programs than of any other College program, and 75 percent of those who had an opinion rated its performance as "Very Well" to "More Than Adequate." The most frequent rating for the other five college objectives was "Adequate." When asked how well, in general, Oakton was meeting its objectives, 72 percent of the MONNACEP students who had an opinion responded "Very Well" to "More Than Adequate."

When asked about their awareness of specific programs and services, the greatest percentage of MONNACEP students were aware of the "Courses for high school completion through MONNACEP" (57 percent) followed by "Off-campus credit courses" (49 percent). They were not as aware of other services and programs.

When asked their preference for place to take an Oakton class, MONNACEP students most frequently responded (30 percent) that "It doesn't matter...," followed closely by those who preferred their local high school (29 percent). Respondents favoring the Des Plaines campus, 18 percent, nearly equalled those choosing the Morton Grove campus, 17 percent.

The survey also asked specific questions concerning the students' involvement with MONNACEP. Many MONNACEP student respondents had lived in the Chicago area (83 percent) and the immediate community (52 percent) for more than 10 years. Many (44 percent) had taken two to five or more

MONNACEP courses in the last three years. Of those that responded, 63 percent were "Completely Satisifed" to "More Than Satisfied" with their experience at MONNACEP. They tended to take classes to increase their knowledge and skills (42 percent), for recreation (35 percent), or to meet people (35 percent). Their preference for travel time to a MONNACEP class was 15-30 minutes (58 percent), although most (45 percent) were traveling less than 15 minutes to their present class. Monday through Thursday evenings were preferred as choices for class nights.

## Discussion of MONNACEP Student Survey Findings

Since the MONNACEP student survey was conducted in classes where people with a variety of interest/non-interest in Oakton were surveyed, this sample may be more representative of community interest in Oakton than was the community residents' sample in which respondents self-selected themselves. Therefore, a closer look at some of the MONNACEP findings, especially with regard to awareness of college programs, may be in order.

In the questions dealing with awareness of Oakton's six missions, MONNACEP students were generally less aware of college programs than other survey groups. Only a little over half (52 percent) indicated that they knew Oakton offered the first two years of college. Since the transfer curriculum has been a major offering of the College for the past

ten years, and since most other groups surveyed indicated that they knew more about this program than most others, it seems incongruous that 48 percent of the MONNACEP respondents were unaware of this particular program.

The same pattern occurred with regard to awareness of the occupational/vocational programs with only 65 percent indicating that they knew about them. Only high school student respondents were less knowledgeable of the occupational/vocational programs.

The highest level of awareness by MONNACEP student was recorded for Oakton's adult and continuing education programs. However, the fact that only 78 percent knew about the program in which they were enrolled when the survey was taken raises the question of whether respondents understood the item that was asked. It might be noted that there probably are MONNACEP students who take only a specialized class because of their special interest, and therefore they may not have been aware of the total adult and continuing education program.

MONNACEP students' responses to evaluations of performance were very similar to those of other survey groups. The one exception was the evaluation of adult and continuing education which was higher than that of other survey groups. Almost a third of the respondents chose not to answer how well Oakton was meeting its other objectives, perhaps because they were unaware of the programs.

It should be noted that 21 percent of the MONNACEP students respondents were not residents of the College district or Evanston; therefore, they would not have been receiving the special kinds of mailings and informational materials that residents of the College district receive. That is one way they differed from the community residents' sample which included only in-district and Evanston residents.

SECTION F

# SURVEY OF OCC STUDENTS

## Introduction

Oakton Community College has the greatest impact on its student body. Students have made a decision to attend Oakton and use its resources to achieve their goals. The College in turn recognizes its responsibility to aid them in this endeavor. Thus, student perceptions of Oakton were considered important in determining Oakton's impact on its community and areas in which program and services need development.

## Selection of the Sample

Oakton Community College enrolled 6,301 students during the fall semester, 1979. In order to get a sample of this population, 25 classes were randomly selected from the list of classes. The instructors of the designated classes were informed of their inclusion in the sample and their co-operation was elicited .

## Administration of Survey

The survey was administered by staff from the Community Outreach Office during regular class sessions. All students who were in attendance on the specified dates completed the survey, resulting in a sample size of 441. This sample is considered adequate to make generalizations to the entire Oakton Community College student population.

## Profile of the Sample

Fifty-three percent (234) of the students were 16-20 years old, 19 percent (83) are 21-24, 15 percent (65) are 25-34, and 13 percent (56) were 35 and over. Fifty-two percent (231) were female and 48 percent (210) were male. Liberal arts and sciences majors comprise 63 percent (279) of the sample and vocational/technical majors 33 percent (146).

The profile was compared to the known composition of the Oakton student body as reported by the enrollment report which is prepared each semester by the Office of Admissions and Records. There do not appear to be any significant disparities between the sample and the Oakton student population where comparable data are available. There is every indication that the sample is representative of the Oakton student body.

All materials relevant to completiokn of this part of the study are included in Volume II, Appendix F.

## Student Transportation

Students were asked their mode of transportation to the College since adequate parking and accessibility to public transportation are assumed to be important considerations in planning for a permanent site or sites. Table F1 indicates the current mode of transportation of the students, 90 percent (395) of whom drive to campus. Only 5 percent (20) of the students currently use public transportation.

TABLE F1

OCC STUDENT TRANSPORTATION TO INTERIM CAMPUS

| | % | # |
|---|---|---|
| Own car | 81 | (357) |
| Car pool | 9 | ( 38) |
| Public transportation | 5 | ( 20) |
| Dropped off | 3 | ( 15) |
| Other (walk, bike motorcycle) | 2 | ( 9) |

Student Plan for Continuance at OCC

Students were asked what their current plans were for continuance at OCC. Table F2 indicates that 44 percent (192) of the students plan to complete a degree or certificate, and 26 percent (116) will stay at Oakton until they are able to transfer to a four-year school.

TABLE F2

OCC STUDENT PLANS FOR CONTINUANCE AT OCC

| | % | # |
|---|---|---|
| Until completion of degree or certificate | 44 | (192) |
| Until transfer to four-year school | 26 | (116) |
| As long as courses personally interesting | 12 | ( 54) |
| Until qualified for a job | 2 | ( 7) |
| Undecided | 16 | ( 70) |

## Additional Responsibilities of OCC Students

Students at OCC perform many tasks beyond that of student. Table F3 identifies some of the other activities in which they participate. Students were instructed to check all applicable categories.

As Table F3 indicates, 83 percent (368) of the students sampled work full or part time. Thirty-seven percent (161) of the full-time students and 8 percent (34) of the part time students had part time jobs. Nine percent (41) of the full-time students and 30 percent (132) of the part-time students had full time jobs.

TABLE F3

RESPONSIBILITIES OF OCC STUDENTS CONCURRENT WITH SCHOOL ATTENDANCE*

| | % | # |
|---|---|---|
| Part-time job | 44 | (195) |
| Full-time job | 39 | (173) |
| Major household responsibilities | 33 | (145) |
| Community activities | 10 | ( 43) |
| Other | 7 | ( 30) |

*Multiple responses allowed

## Preferences for Use of Additional Time

The students were asked to select any Oakton activities and programs

in which they would participate if they had more time. Table F4 summarizes these findings and suggests that students are least interested in student government or other student activities and would prefer more time for academic pursuits (classes, studying).

TABLE F4

OCC STUDENT CHOICES FOR ADDITIONAL ACTIVITIES IF TIME WERE AVAILABLE*

| | % | # |
|---|---|---|
| Enroll in more classes | 42 | (183) |
| Study more | 44 | (192) |
| Participate in college athletics | 23 | (100) |
| Participate in student government/ activities | 6 | ( 27) |
| Attend Oakton events, movies, etc. | 16 | ( 72) |

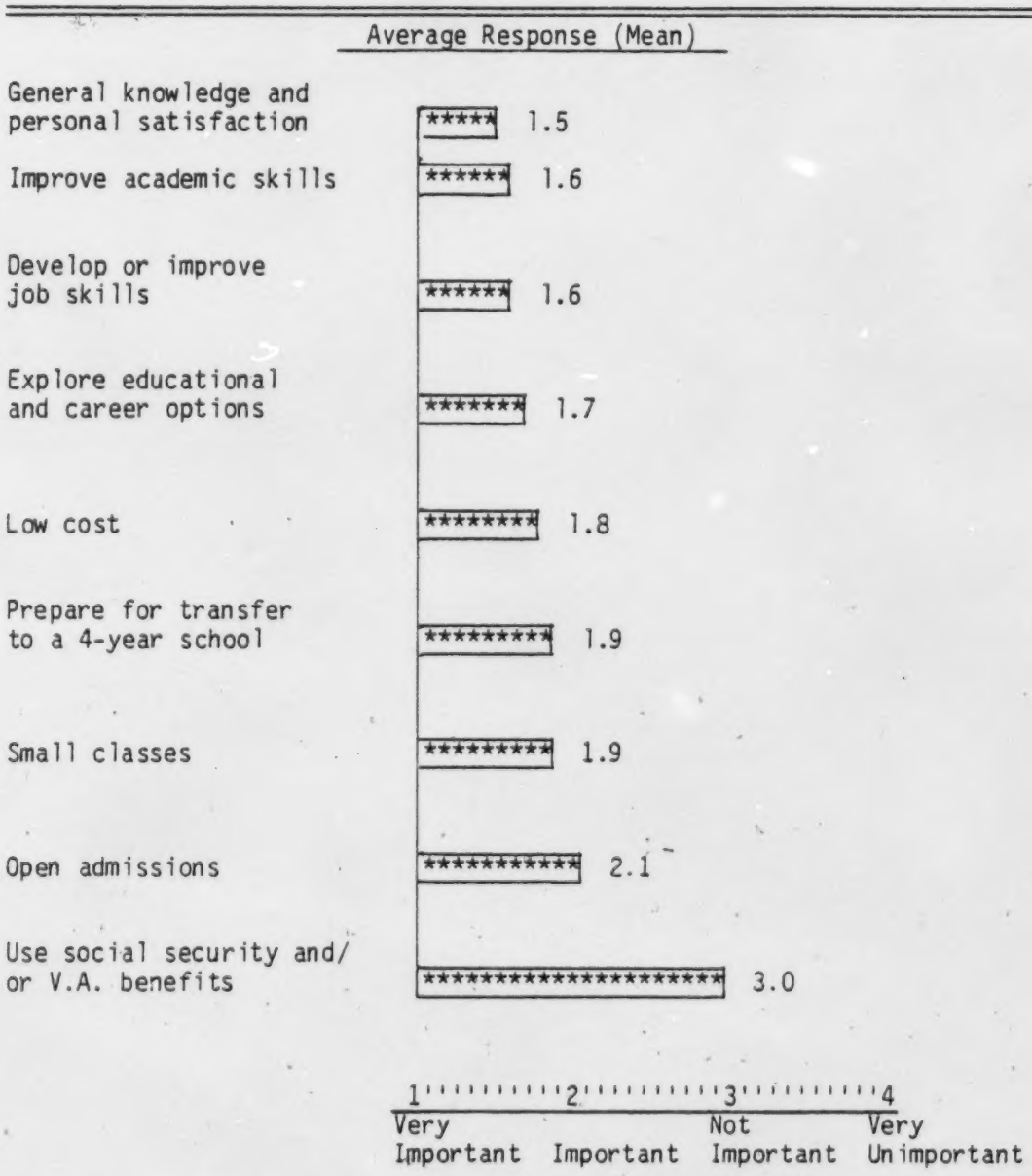
*Multiple responses allowed

OCC Student Reasons for Enrolling at Oakton

Students were asked to rate the reasons why they had enrolled at Oakton. The ratings were scored from: 1=Very Important, 2=Important, 3=Unimportant, 4=Very Unimportant. The only reason which was rated "Unimportant" was the use of social security and/or V. A. benefits. The average response for each item is displayed in Figure F1.

FIGURE F1

IMPORTANCE OF OCC STUDENT REASONS FOR ENROLLING AT OAKTON




How OCC Students Learned About Oakton

Students were asked how they learned about Oakton. The sources of information included both personal contacts and media resources. It appears that the publications which Oakton prepares for wide distribution

are dominant means by which students learn of the institution. Table F5 lists the sources of information in order of importance according to Oakton students. It should be noted here that about half of the respondents have been out of high school for several years and are unlikely to have had recent contact with high school personnel.

TABLE F5

SOURCE OF INFORMATION ABOUT OAKTON FOR ENROLLED STUDENTS

| | % | # |
|---|---|---|
| Oakton's special mailings | 56 | (246) |
| Friends | 47 | (208) |
| Oakton students and former students | 44 | (194) |
| Oakton faculty and staff | 32 | (141) |
| High school counselors | 27 | (117) |
| Local newspapers | 22 | ( 97) |
| Relatives | 18 | ( 77) |
| Co-workers | 17 | ( 73) |
| High school teachers | 14 | ( 60) |
| Radio | 3 | ( 13) |
| Other | 3 | ( 13) |

Experience with Selected Aspects of Oakton

Students were asked their level of agreement with six statements describing Oakton. The scale was scored: 1=Strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree. Students generally agreed that: faculty

are interested in students, respondents know and like several other students, they feel encouraged to learn at Oakton, office personnel are courteous and friendly, registration was simple to complete, and that they spend as little time as possible on campus. The average response of the students is within the range of "Agree" and is presented in Table F6.

TABLE F6

STUDENT RATING OF OCC PERSONNEL AND SELECTED EXPERIENCES

| | Average (Mean) |
|---|---|
| Faculty are interested in students | 1.8 |
| I know and like several other students | 1.8 |
| I feel encouraged to learn at OCC | 1.9 |
| Office personnel are courteous and friendly | 1.9 |
| Registration was simple for me | 1.9 |
| I spend as little time on campus as possible | 2.2 |

Scale: 1=Strongly Agree - 4= Strongly Disagree

Student Awareness, Use and Satisfaction with Services, Facilities, and Activities

Oakton Community College offers students a wide range of programs, services, and facilities beyond the classroom to enhance the total development of students. Some obvious limitations restrict the availability and utilization of these endeavors. The College is currently operating in interim facilities which have classrooms but few of the other amenities usually associated with a college campus. The

second factor, inherent in the composition of the student body, is the relatively short time most students spend at Oakton, both in terms of total semesters and on a daily basis. Oakton students are busy people who see college as a way of enhancing educational and career opportunities, as is reflected in Tables F3 and F4.

Students were presented with a list of 26 services and activities. They were asked to indicate whether or not they were aware of the service and/or activity; if they responded yes, then whether or not they had used it personally; if they had used it, whether or not they were satisfied. Table F7 groups the services and activities into: Personal Support, Academic Support/Facility, Ancillary Support, and Physical Facility/Support. Students were generally aware of service, facilities, and programs at Oakton, no one of which would nessarily be used by all students.

There are no absolute numbers which can serve as a reference points to identify ideal levels of student awareness, use, and satisfaction with services. Each service is different in many respects from every other in terms of the amount of budget and staffing appropriated, the visibility it enjoys, and the clarity of expectation with which a student approaches the service. Therefore, any detailed analysis of responses would require additional study with these considerations in mind. In addition, the persons responsible for each service would need to predict the level of awareness, use, and satisfaction they think is appropriate to their area.

TABLE F7

STUDENT AWARENESS, USE, AND SATISFACTION WITH SELECTED SERVICES, FACILITIES, AND PROGRAMS AT OCC*

| (N=441) | Aware | | | | Used (Percentage of Those Aware) | | Satisfied (Percentage of Users) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | Yes | | Yes | | No | |
| Personal Support | % | # | % | # | # | % | # | | % | |
| Health Services | 54 | (236) | 45 | (197) | 19 | ( 46) | 80 | ( 37) | 20 | ( 9) |
| Job Placement | 65 | (285) | 33 | (146) | 14 | ( 40) | 73 | ( 29) | 27 | ( 11) |
| College and Career Planning Center | 76 | (336) | 21 | ( 93) | 35 | (116) | 82 | ( 95) | 12 | ( 14) |
| Personal Counseling | 72 | (316) | 25 | (111) | 34 | (137) | 71 | ( 97) | 23 | ( 31) |
| Financial Aids | 66 | (293) | 31 | (136) | 18 | ( 54) | 87 | ( 47) | 11 | ( 6) |
| On Campus Employment | 72 | (316) | 25 | (112) | 14 | ( 42) | 79 | ( 33) | 21 | ( 9) |
| Achievement Testing and Career Recommendations | 40 | (174) | 57 | (253) | 29 | ( 51) | 73 | ( 37) | 16 | ( 8) |
| Academic Support | | | | | | | | | | |
| Learning Labs | 85 | (375) | 13 | ( 55) | 55 | (206) | 88 | (182) | 6 | ( 12) |
| Tutoring | 67 | (297) | 31 | (136) | 23 | ( 67) | 78 | ( 52) | 19 | ( 13) |
| Academic Advising | 60 | (265) | 37 | (161) | 37 | ( 99) | 76 | ( 75) | 18 | ( 18) |
| Learning Resource Center | 78 | (345) | 19 | ( 84) | 65 | (224) | 85 | (190) | 7 | ( 16) |

Continued.....

| | Aware | | | | Used | | Satisfied | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | Yes | | Yes | | No | |
| Quiet Study Area | 49 | (214) | 49 | (215) | 64 | (137) | 77 | (106) | 15 | ( 21) |
| Proficiency Testing | 37 | (163) | 61 | (268) | 19 | ( 31) | 71 | ( 22) | 26 | ( 8) |
| Ancillary Support | | | | | | | | | | |
| Athletic Program | 67 | (295) | 28 | (123) | 16 | ( 48) | 75 | ( 36) | 25 | ( 12) |
| Student Clubs /Activities | 69 | (303) | 29 | (126) | 15 | ( 44) | 77 | ( 34) | 23 | ( 10) |
| Special Events | 53 | (235) | 44 | (193) | 25 | ( 59) | 85 | ( 50) | 15 | ( 9) |
| Student Newspaper | 72 | (316) | 26 | (114) | 57 | (180) | 86 | (145) | 14 | ( 24) |
| Student Theater | 32 | (141) | 64 | (283) | 11 | ( 16) | 69 | ( 11) | 31 | ( 5) |
| Physical Facilities/Support | | | | | | | | | | |
| Food Service | 77 | (339) | 19 | ( 85) | 64 | (218) | 53 | (115) | 39 | ( 84) |
| Child Care | 51 | (226) | 45 | (199) | 9 | ( 20) | 80 | ( 16) | 20 | ( 4) |
| Athletic Facilities | 50 | (222) | 45 | (200) | 21 | ( 47) | 57 | ( 27) | 34 | ( 16) |
| Snack Areas | 90 | (397) | 6 | ( 28) | 83 | (328) | 63 | (208) | 29 | ( 94) |
| Game Room | 68 | (299) | 29 | (128) | 41 | (123) | 80 | ( 98) | 15 | ( 18) |
| Shuttle Bus | 71 | (313) | 26 | (114) | 63 | (198) | 67 | (133) | 28 | ( 55) |
| Book Store | 96 | (422) | 2 | ( 10) | 95 | (399) | 78 | (312) | 15 | ( 59) |
| Student Lounge | 71 | (311) | 27 | (117) | 66 | (205) | 74 | (151) | 21 | ( 44) |

**Rows where percent do not total 100 reflect lack of response of students.

The programs which the students seemed to know and use the least are those of "ancillary support." This finding is not surprising in that students indicated that they were busy and would choose to spend more time in academic pursuits than in leisure time activities. Students were very aware of the "physical facilities/support," with the exception of child care and athletic facilities. Those who used the physical facilities tended to find them less satisfactory, on an average, than those in other catagories.

Personal and academic support services are sought out by the student who has a need. Students knew most about and used most frequently the Learning Labs, 85 percent (370), and Learning Resource Center, 78 percent (341). Eighty-eight percent (182) of the users were satisfied with the Learning Labs and 85 percent (190) were satisfied with the Learning Resource Center. Other categories of service satisfaction did not rank as high, but the lowest level of satisfaction for any category was 71 percent.

## Summary of OCC Student Survey

The Oakton student survey was administered to a sample of 441 students representative of the Oakton student population. The majority of students, 90 percent, travel to Oakton by car. Seventy percent (304) of all students surveyed plan to continue at Oakton either until they graduate (44 percent) or until they can transfer to a four-year school (26 percent). These percentages are interesting when compared to the

actual percent of students who are awarded degrees or certificates in any given year (6 percent in 1979).

The majority of Oakton students work full or part-time, 83 percent (368). Given a choice of activities if they had more time, 85 percent (375) would take more classes or study more. In order of endorsement, the following reasons were rated "Very Important-Important" by students for enrolling at Oakton: obtain general knowledge and personal satisfaction, develop or improve job skills, improve academic skills, explore educational and career options, spend less money on education, prepare for transfer to a four-year school, attend small classes, and get admitted with ease. Use of social security and/or V. A. benefits was considered "Unimportant."

Oakton students learned about Oakton primarily through special mailings (54 percent), friends (47 percent), and Oakton students and former students (44 percent). The way in which current students learned about Oakton differs substantially from that of other community groups. (See Table 1 in Chapter IV)

Students were asked to rate their agreement with statements about some of the more personal/interactional aspects of the Oakton environment. Their average response was "Agree" for statements concerning: interest of faculty in students knowing and liking other Oakton students, feeling encouraged to learn at Oakton, finding office personnel courteous and friendly, and having registration being simple to complete. They agreed that they spend as little time as possible on campus.

Students indicated their awareness of, use of, and satisfaction with a variety of supportive services offered by Oakton. Students were aware of and satisfied with major services of personal and academic support. Students were least aware of ancillary support services, these services being least critical to the average student. Students were most aware of but least satisfied with physical support services. This low level of satisfaction may in part reflect the fact that the interim campus is located in buildings which have been temporarily adapted to educational needs.

## Discussion of Oakton Student Survey Findings

In spite of the tendency of Oakton Community College students to spend a minimal amount of time on campus, students were aware of and expressed high levels of satisfaction with services, programs and the human milieu available at Oakton. Oakton appears to offer sufficient alternatives, services, flexibility and accessibility to allow students with other major responsibilities in their lives to utilize the College to fulfill their educational and career aspirations.

Few students currently use public transportation and it may be that their personal schedules preclude such use on a regular basis. Students' priorities may shift as energy consciousness is heightened by gasoline prices and when public transportation to the new campus is sufficiently available.

It should also be noted that students do not seem to have high awareness and interest in the entertainment value of Student Activities programs. Student Activities programming and scheduling may want to consider the interest of students in personal, career and academic development when planning programs.

CHAPTER IV

# SUMMARY OF COMBINED FINDINGS

## Introduction

The Oakton Community College Impact Study is the result of six separate surveys conducted in the fall of 1979. Surveys were returned by 3409 individuals, representing six different groups that Oakton serves. These groups include:

1. Residents within the communities served by Oakton Community College;

2. Executive officers of business and industrial concerns in the area served by the College;

3. High school personnel: teachers, counselors, and administrators from sixteen local high schools;

4. High school students: juniors and seniors from sixteen local high schools;

5. Students enrolled in Oakton's non-credit adult and continuing education program (MONNACEP) in fall, 1979.

6. Oakton Community College students enrolled in the fall of 1979.

Although each questionnaire was tailored for the specific group receiving it, a series of core questions common to all instruments allow for some comparisons to be made among groups. Such comparisons provide a more comprehensive portrait of the community's perceptions and awareness of Oakton's programs and services than responses of any single group surveyed.

An item of special interest is the high educational level of adult respondents and the anticipated educational level of student respondents to the surveys. Of the community residents surveyed, 55 percent (353) had a baccalaureate or graduate degree, and an additional 31 percent (197) had some college or an associate degree. Of the MONNACEP group, 32 percent (138) had a baccalaureate or graduate degree, and 28 percent (121) had some college or an associate degree. A high proportion of the high school students expect to complete at least a baccalaureate degree; two-thirds of them (800) indicated they hoped to graduate from college or complete a graduate degree. Of currently enrolled OCC students, 70 percent indicated they planned to finish at least a two-year degree. These findings reflect the high educational achievements and expectations of the communities Oakton serves.

## General Data

### How Respondents Learned About Oakton

A question included on all six questionnaires was: "How have you learned about the educational courses, programs and services offered by Oakton?" As shown in Table G', all respondents except high school

TABLE G1

HOW THE GROUPS SURVEYED LEARNED ABOUT
OAKTON'S COURSES, PROGRAMS, AND SERVICES:
PERCENT OF INDIVIDUAL GROUP TOTALS*

| | SURVEY GROUPS | | | | | |
|---|---|---|---|---|---|---|
| Learned about OCC from | Community Residents | Business Industry | H.S. Personnel | H.S. Students | MONNACEP Students | OCC Students |
| | % | % | % | % | % | % |
| Special Mailings | 95 | 84 | 78 | 32 | 75 | 56 |
| Local Newspapers | 59 | 43 | 48 | 23 | 40 | 22 |
| OCC students | 27 | 39 | 46 | 44 | 18 | 44 |
| Friends | 28 | 19 | 18 | 47 | 31 | 47 |
| People you work with | 11 | 43 | 37 | 14 | 14 | 17 |
| H.S. Counselors | 5 | 0 | 35 | 24 | 8 | 27 |
| OCC Faculty and Staff | 14 | 18 | 30 | 7 | 6 | 32 |
| H.S. Teachers | 4 | 0 | 19 | 19 | 5 | 14 |
| Relatives | 10 | 8 | 5 | 21 | 11 | 18 |
| Radio | 1 | 2 | 4 | 6 | 1 | 3 |
| Total number of respondents | (644) | (104) | (537) | (1254) | (429) | (441) |

*Multiple responses allowed

students indicated that Oakton's special mailings were their primary source of information about the College. The high school students specified that their friends or OCC students were their primary sources of information about the College.

Aside from special mailings, the community relies on local newspapers, friends, and OCC students for information about Oakton. The adult groups (high school personnel, MONNACEP students, community residents and business representatives) seemed to learn about Oakton primarily through mailings and newspapers, whereas the younger group learned about Oakton from each other as well as from mailings.

Students actually enrolled in the College's credit courses were inclined to rely on personal contacts to learn about the institution. Oakton and MONNACEP students show different patterns from one another with the latter unlikely to depend on people as sources of information.

Benefits of Having a Community College

Four groups were asked to rate the benefits of having a community college in the area. Table G2 presents the responses from residents, business/industry, high school personnel, and MONNACEP students. In the table the average (mean) reflects the high and low responses while the mode was included to reflect the most frequent response people gave. Those benefits receiving a consistent rating of "Very Important" were the opportunities to "Explore educational and career options," "Update job skills," and "Prepare for job openings." Of slightly less importance

TABLE G2

BENEFITS OF HAVING A COMMUNITY COLLEGE AVAILABLE IN THE AREA: COMPOSITE OF FOUR SURVEY GROUPS*

| Benefits | Community Residents | | Business/ Industry | | High School Personnel | | MONNACEP Students | |
|---|---|---|---|---|---|---|---|---|
| Mean=Average<br>Mode=Most frequent response | N=644 | | N=104 | | N=537 | | N=429 | |
| | (Mean) | (Mode) | (Mean) | (Mode) | (Mean) | (Mode) | (Mean) | (Mode |
| Explore educational and career options | 1.3 | 1.0 | 1.5 | 1.0 | 1.4 | 1.0 | 1.3 | 1.0 |
| Update job skills | 1.4 | 1.0 | 1.4 | 1.0 | 1.4 | 1.0 | 1.3 | 1.0 |
| Prepare for job openings | 1.4 | 1.0 | 1.5 | 1.0 | 1.5 | 1.0 | 1.5 | 1.0 |
| Non-credit, leisure time programs | 1.8 | 2.0 | 2.0 | 2.0 | 1.8 | 2.0 | 1.6 | 1.0 |
| Low cost | 1.3 | 1.0 | 1.6 | 2.0 | 1.4 | 1.0 | 1.3 | 1.0 |
| Close to home | 1.4 | 1.0 | 1.7 | 2.0 | 1.4 | 1.0 | 1.6 | 1.0 |

Scale: 1.0=Very Important
2.0=Important
3.0=Not Important

*"No Opinion" and no response rate were not included in the calculations.

were the benefits of "low cost," a college "close to home" and "non-credit leisure-time courses and programs." On the whole, respondents appear to support all aspects of the College's mission.

Awareness of Programs and Services

Five of the six groups (community residents, business/industry representatives, high school personnel, high school and MONNACEP students) were asked how aware they were of Oakton's services and programs before the survey was taken. Table G3 presents the responses and Figures G1 and G2 further compare the percentage of awareness of the five groups. In Figure G1, the three programs which had the highest percentages of awareness (first two years of college, occupational-vocational and continuing education programs) are compared. Figure G2 compares the three programs which had lower percentages of awareness (counseling services, remedial and public service programs.)

Figures G1 and G2 indicate that high school students knew less about Oakton's programs than did any of the other groups. However, a greater percentage of high school students were aware of Oakton's remedial program than were representatives of Business and Industry or MONNACEP students. A smaller percentage of high school student respondents (21 percent) knew about Oakton's counseling services than any other survey group, although MONNACEP students (23 percent) displayed a similar lack of knowledge.

Oakton's continuing education courses and programs seem to be well known by all survey groups. Only high school students indicated that they knew little about these programs. Almost 90 percent of the community residents survey group responded that they were aware of Oakton's non-credit, continuing education efforts.

TABLE G3

AWARENESS OF PROGRAMS: COMPOSITE OF FIVE SURVEYS GROUPS

| Program | SURVEY GROUPS | | | | |
|---|---|---|---|---|---|
| | Community Residents | Business/ Industry | High School Personnel | High School Students | MONNACEP Students |
| | % | % | % | % | % |
| First two years of college | 81 | 77 | 89 | 64 | 52 |
| Occupational/ Vocational Programs | 83 | 85 | 86 | 46 | 65 |
| Counseling Services | 34 | 31 | 37 | 21 | 23 |
| Continuing Education (MONNACEP) | 88 | 70 | 81 | 37 | 78 |
| Basic and Remedial Programs | 41 | 33 | 54 | 40 | 35 |
| Public Service Programs | 35 | 34 | 42 | 25 | 34 |
| Total Number of Respondents | (644) | (104) | (537) | (1254) | (429) |

FIGURE G1

AWARENESS OF TRANSFER, VOCATIONAL, AND CONTINUING EDUCATIONAL PROGRAMS: COMPARISON OF FIVE SURVEY GROUPS

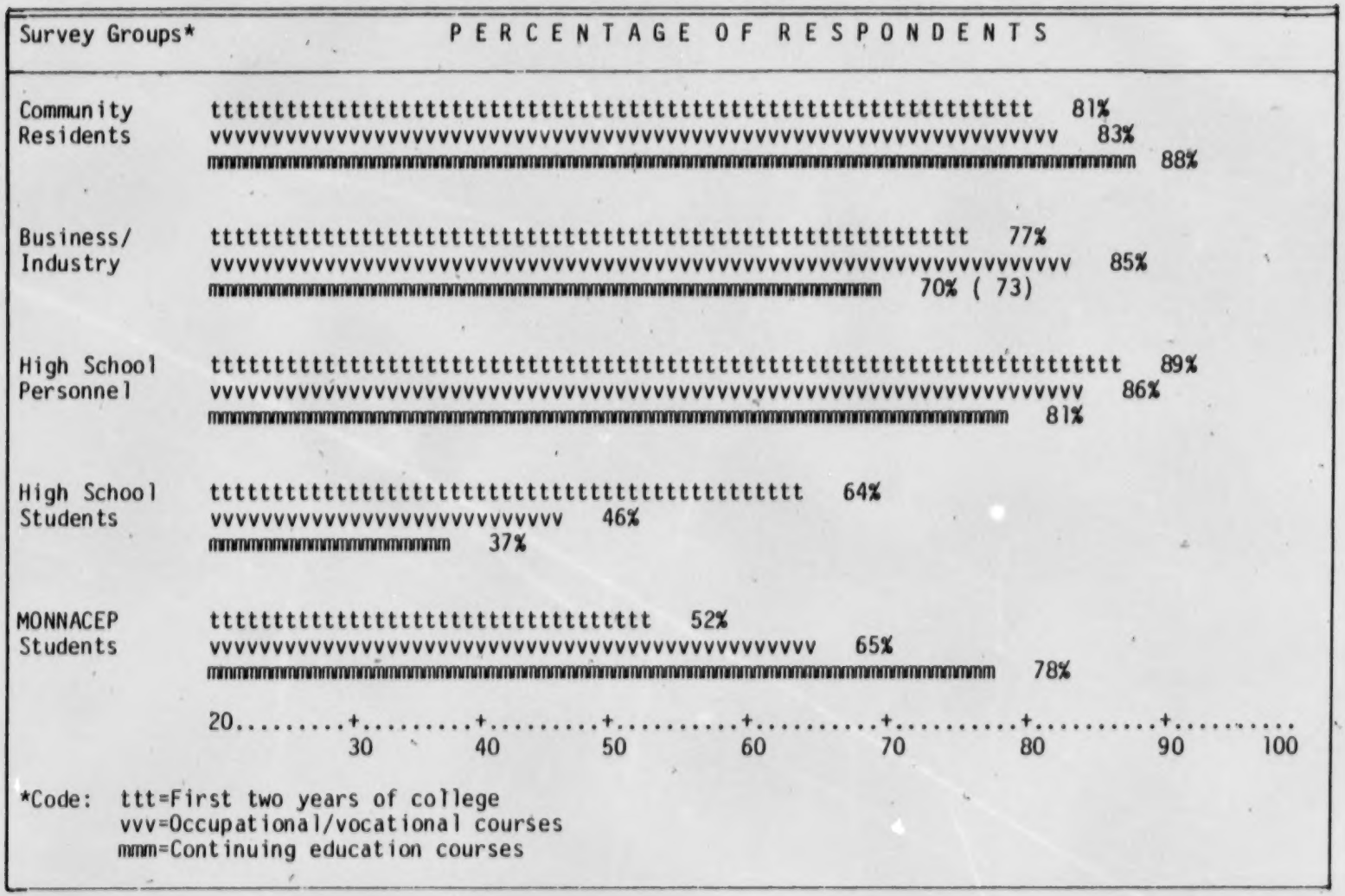
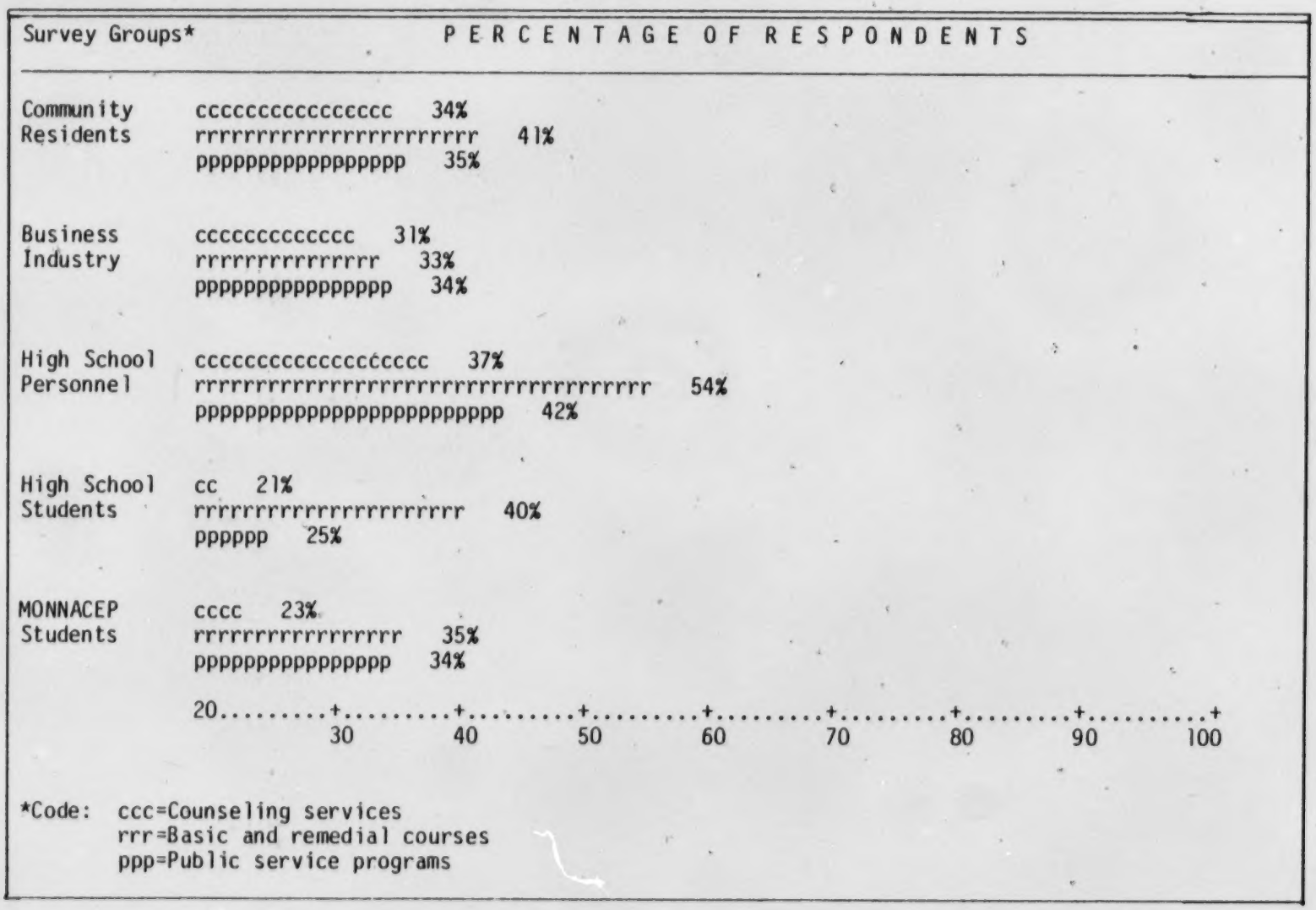


FIGURE G2
AWARENESS OF COUNSELING SERVICES, REMEDIAL AND PUBLIC SERVICE PROGRAMS:
COMPARISON OF FIVE SURVEY GROUPS



As shown in Table G3 and Figures G1 and G2, all the groups surveyed were more aware of the transfer, vocational, and continuing education programs than of other programs.

The survey groups were also asked their awareness of specific programs and services offered by Oakton. The results indicated a variety of awareness levels. Community residents, high school personnel, and MONNACEP students were most aware of the high school completion program offered by MONNACEP. Business/industry was most aware of job placement. The younger students were most aware of the amenities of college life such as financial aids, student clubs, athletic programs and job placement. Of the community groups surveyed, high school personnel had the highest overall awareness of all the listed programs and services. Table G4 presents a composite of respondents' awareness levels of specific programs and services.

How Well Oakton Is Meeting Objectives

Four of the six groups surveyed were asked how well they thought Oakton was meeting its objectives. Community residents, high school personnel, MONNACEP students, and high school students were asked to rate how well the objectives were being met on a scale ranging from "Very Well" to "Very Poorly.". In general, there were very few negative responses in the evaluation of the adequacy with which Oakton is meeting its specific objectives. The following paragraphs and accompanying tables illustrate the responses.

First Two Years of College. Table G5 presents the responses concerning how well the first two years of college were being provided. Those who

TABLE G4

AWARENESS OF SPECIFIC SERVICES AND/OR PROGRAMS:

COMPOSITE OF SIX SURVEY GROUPS*

| Services/Program | Community Residents | Business/ Industry | High School Personnel | MONNACEP Students | High School Students |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| On-campus Student Employment | 34 | - | 49 | 26 | 21 |
| Job Placement | 41 | 68 | 53 | 30 | 26 |
| Health Service | 35 | - | 58 | 27 | 20 |
| Intercollegiate Athletics | 34 | - | 58 | 32 | 35 |
| Intramural Athletics | 42 | - | 56 | 36 | 36 |
| Financial Aid | 53 | - | 64 | 35 | 38 |
| Student Clubs | 61 | - | 67 | 44 | 41 |
| Nursery School | 25 | - | 18 | 17 | 12 |
| Career Counseling for Students and Community Adults | 62 | - | 61 | 39 | 31 |
| Off-campus credit courses | 58 | - | 62 | 49 | 29 |
| TV Courses | 26 | 17 | 20 | 12 | 9 |
| Newspaper courses | 16 | 9 | 14 | 11 | 10 |
| ESL | 46 | 45 | 54 | 45 | 26 |
| High School Completion Program | 66 | 56 | 80 | 57 | - |
| Film Series | 38 | 14 | 31 | 34 | 15 |
| Community Lecture Series | 52 | 43 | 48 | 42 | 22 |
| Cultural Events | 59 | 41 | 52 | 46 | 22 |
| Speakers Service | 26 | 24 | 28 | 26 | - |

*Blanks indicate question was not asked

had an opinion felt the College was providing the first two years of college at least "Adequately". The residents and high school personnel generally rated performance of this function higher than the high school students. Thirty-seven percent (465) of the high school students and 39 percent of MONNACEP students indicated "No Opinion" or gave no response.

TABLE G5

HOW WELL OAKTON IS PROVIDING THE FIRST TWO YEARS OF COLLEGE: COMPOSITE OF FOUR SURVEY GROUPS*

| | SURVEY GROUPS | | | |
|---|---|---|---|---|
| Responses | Community Residents % | High School Personnel % | MONNACEP Students % | High School Students % |
| Very Well | 34 | 34 | 34 | 14 |
| More Than Adequately | 26 | 27 | 30 | 20 |
| Adequately | 33 | 34 | 34 | 53 |
| Less Than Adequately | 2 | 4 | 2 | 8 |
| Very Poorly | 1 | 1 | 0 | 5 |
| Total Number Above | (498) | (446) | (260) | (789) |
| No Opinion or No Response (% of total sample) | 23 (146) | 17 ( 91) | 39 (169) | 37 (465) |

*A slightly different wording of this question appeared on the High School Student Survey.

Occupational-Vocational Programs. Similar results were recorded when the groups were asked how well OCC was providing occupational and vocational programs. The majority of responses was "Adequately" or better; 36 percent of the MONNACEP students and 40 percent of high school students had "No Opinion" or gave no response. Table G6 presents the responses about how well OCC provides occupational/vocational programs.

TABLE G6

HOW WELL OAKTON IS PROVIDING OCCUPATIONAL/VOCATIONAL PROGRAMS

COMPOSITE OF FOUR SURVEY GROUPS

| | SURVEY GROUPS | | | |
|---|---|---|---|---|
| Responses | Community Residents | High School Personnel | MONNACEP Students | High School Students* |
| | % | % | % | % |
| Very Well | 28 | 23 | 26 | 12 |
| More Than Adequately | 33 | 33 | 35 | 22 |
| Adequately | 37 | 39 | 37 | 55 |
| Less Than Adequately | 1 | 3 | 2 | 8 |
| Very Poorly | 1 | 1 | 0 | 3 |
| Total Number Above | (461) | (425) | (274) | (755) |
| No Opinion or No Response (% of total sample) | 28 (183) | 21 (112) | 36 (155) | 40 (499) |

*A slightly different wording of this question appeared on the High School Student Survey

Counseling Services and Remedial Programs. Table G7 illustrates that respondents tended to rate counseling services "Adequately" and above, when they had an opinion. The most frequent response for all four groups was "Adequately." About half of the respondents chose "No Opinion" or did not respond to the question about how well OCC was providing counseling services. A similar pattern occurs in Table 8 in an evaluation of Oakton's basic/remedial programs.

TABLE G7

HOW WELL OAKTON IS PROVIDING GUIDANCE AND COUNSELING SERVICES FOR STUDENTS: COMPOSITE OF FOUR SURVEY GROUPS

| | SURVEY GROUPS | | | |
|---|---|---|---|---|
| Responses | Community Residents | High School Personnel | MONNACEP Students | High School Students |
| | % | % | % | % |
| Very Well | 21 | 17 | 18 | 10 |
| More Than Adequately | 25 | 30 | 18 | 19 |
| Adequately | 41 | 43 | 57 | 51 |
| Less Than Adequately | 11 | 8 | 4 | 16 |
| Very Poorly | 2 | 2 | 2 | 4 |
| Total respondents | (307) | (294) | (199) | (549) |
| No Opinion or No Response (% of total sample) | 52 (335) | 45 (243) | 54 (230) | 56 (705) |

TABLE G8

HOW WELL OAKTON IS PROVIDING BASIC AND REMEDIAL PROGRAMS:
COMPOSITE OF FOUR SURVEY GROUPS

| | SURVEY GROUPS | | | |
|---|---|---|---|---|
| Response | Community Residents | High School Personnel | MONNACEP Student | High School Student* |
| | % | % | % | % |
| Very Well | 23 | 19 | 23 | 13 |
| More Than Adequately | 26 | 31 | 29 | 27 |
| Adequately | 48 | 45 | 44 | 48 |
| Less Than Adequately | 1 | 4 | 3 | 8 |
| Total Respondents | (280) | (306) | (207) | (616) |
| No Opinion or no Response (% of total sample) | 57 (364) | 43 (231) | 52 (222) | 51 (638) |

*A slightly different wording of this question appeared on the High School Student Survey.

In the analysis of many tables, readers are reminded to consider the fact that many respondents chose "No Opinion" and no response categories.

Non-Credit, Continuing Education Programs. Community residents, high school personnel, and MONNACEP students were questioned about how well Oakton was providing non-credit, continuing education offerings. Generally, the community surveyed ranked this objective "Very Well" or "More Than Adequately." Table 9 presents the responses to this question.

TABLE G9

HOW WELL OAKTON IS PROVIDING NON-CREDIT CONTINUING EDUCATION:

COMPOSITE OF THREE SURVEY GROUPS

| | SURVEY GROUPS | | |
|---|---|---|---|
| Response | Community Residents | High School Personnel | MONNACEP Students |
| | % | % | % |
| Very Well | 42 | 35 | 48 |
| More Than Adequately | 30 | 37 | 27 |
| Adequately | 26 | 26 | 24 |
| Less Than Adequately | 2 | 1.8 | .5 |
| Very Poorly | 1 | .2 | .5 |
| Total Number of above | (530) | (415) | (343) |
| No Opinion or No Response | 18 (114) | 22 (122) | 20 ( 86) |

ırge proportion of those surveyed on awareness of programs
ir they were familiar with the existence of non-credit programs
being the survey (See Table G3). As presented in Table G9, the
ma72 percent and above) of the respondents indicated the
nc programs were meeting their objectives "Very Well to "More
Thately." In comparison to the previous tables, there was a low
pe of 'No Opinion"/no response on this question.

How Well, In General, Is Oakton Meeting Objectives

Whether Oakton was generally meeting its objectives was asked of residents, business representatives, high school personnel, and MONNACEP students.

TABLE G10

HOW WELL, IN GENERAL, IS OAKTON PERFORMING THE OBJECTIVES OF THE COLLEGE: COMPOSITE OF FOUR SURVEY GROUPS

| Response | Community Residents % | Business/ Industry % | High School Personnel % | MONNACEP Students % |
|---|---|---|---|---|
| Very Well | 27 | 20 | 14 | 36 |
| More Than Adequately | 31 | 27 | 36 | 36 |
| Adequately | 39 | 50 | 45 | 27 |
| Less Than Adequately | 3 | 2 | 4 | 2 |
| Very Poorly | 1 | 1 | 1 | 1 |
| Total Number of above | (533) | ( 86) | (447) | (321) |
| No Opinion or No Response | 16 (111) | 17 ( 18) | 17 ( 90) | 25 (108) |

Generally, the above four groups gave "Adequately" as their most frequent response except for MONNACEP students who gave better than average ratings to College performance. From 16 to 25 percent of each survey group chose "No Opinion" or did not respond in answering this question.

Preference of Place to Attend, OCC Classes

Residents and MONNACEP students were asked which campus or which attendance center they would prefer to attend in order to take an Oakton Class. Table G11 presents the responses.

TABLE G11

WHERE RESPONDENTS WOULD PREFER OAKTON CLASSES BE HELD:
COMPOSITE OF TWO SURVEY GROUPS

| Place | Community Residents | MONNACEP Students |
|---|---|---|
| | % | % |
| Des Plaines Campus (new campus) | 17 | 18 |
| Morton Grove Campus (interim campus) | 18 | 17 |
| Local high school | 38 | 28 |
| Doesn't matter; will get there if want class | 26 | 30 |
| Total Respondents in sample | (644) | (429) |

The highest percentages recorded for community residents, 38 percent, and MONNACEP students, 28 percent, expressed preference for local high schools as a location for classes. However, 26 percent of community residents and 30 percent of MONNACEP students indicated they would travel to any location to take a particular course.

## Preferred Time for Classes

Community residents, MONNACEP students, and high school students were asked when they would prefer attending classes at Oakton. Most of the residents and MONNACEP students indicated Monday through Thursday evenings. The high school students preferred weekday mornings. Table G12 presents the distribution of responses.

TABLE G12

WEEKLY TIME PREFERENCE FOR OAKTON CLASSES:
COMPOSITE OF THREE SURVEY GROUPS

| Time | Community Residents | | MONNACEP Students | | High School Students* | |
|---|---|---|---|---|---|---|
| | % | # | % | # | % | # |
| Monday-Friday mornings | 25 | (162) | 15 | ( 64) | 25 | (317) |
| Monday-Friday afternoons | 14 | ( 84) | 5 | ( 23) | 5 | ( 61) |
| Monday-Thursday evenings | 69 | (443) | 67 | (289) | 5 | ( 59) |
| Friday evenings | 19 | (121) | 10 | ( 43) | 1 | ( 15) |
| Saturday morning | 32 | (203) | 21 | ( 92) | 2 | ( 28) |
| Sunday (9-1) | 18 | (115) | 12 | ( 53) | 2 | ( 27) |
| *Multiple responses allowed | | | | | | |

## Additional Information from OCC Students and MONNACEP Students

Survey questions asked of Oakton and MONNACEP students included many which were directly related to use and satisfaction. A review of the findings indicates that Oakton students, over 80 percent of whom work full or part-time, would choose to spend time in academic pursuits rather than college-sponsored activities if they had any extra time. Their top reasons

for enrolling at Oakton were similar to the benefits rated most important by other survey groups, that is, acquisition of general knowledge relating to job or career skills. Oakton students were aware of and satisfied with the major academic support services (Learning Labs and Learning Resource Center). They were most aware of, but least satisfied, with physical support services, many of which will presumably be improved on the new campus. Generally, Oakton students agreed that the personal/interactional aspects of the Oakton environment were supportive and friendly.

MONNACEP students were asked a number of questions about their past experiences with MONNACEP and reasons why they were taking courses. Like Oakton students, they tended to take classes to increase general knowledge and skills, but a significant number also identified recreational and leisure activities and the opportunity to meet other people as important reasons for taking a MONNACEP class.

Many MONNACEP student respondents had taken a previous MONNACEP class and 63 percent were satisfied or better with their class experience. Since most MONNACEP classes are held in local high schools, most respondents had spent less than 15 minutes getting to class. Over half said they would travel 15-30 minutes to get to a class they wanted to take. Weekday evenings were the preferred choices for class nights.

## Summary

In summary, the community primarily learns about Oakton through special mailings. The groups surveyed are most aware of transfer, occupational and continuing education programs, and they generally rate the programs offered as

"Adequate" or better when offering an opinion. Residents and MONNACEP students prefer local high schools as a location for classes. They also prefer evening classes on Monday through Thursday, while high school students who responded prefer weekday mornings.

In categories where Oakton was rated, generally the data support an above-average evaluation. More specific data may be found in the individual chapters related to the six groups who were involved in the study.

# CHAPTER V

## CONCLUSIONS AND RECOMMENDATIONS

### General Conclusions

This Community Impact Study has been conducted to assess the community's knowledge and perceptions of the programs and services of Oakton Community College. Specifically, the study was designed to determine how six community groups learned about Oakton, perceived the benefits associated with a community college, how aware and satisfied they were with designated programs and services, and what recommendations they made for improvements.

In summary, these general conclusions can be drawn from the data:

- Every group surveyed felt it was very beneficial to have a community college available in the area.

- The respondents were generally aware of the College and particularly knew about its three largest programs--transfer curricula, occupational-vocational curricula, and non-credit continuing education programs.

- Respondents perceived Oakton as doing an adequate or better

job in meeting its objectives. Those most aware of Oakton gave higher evaluations to programs and services than those who had less knowledge. A small percentage of the respondents felt that Oakton was not doing a good job.

- Those who had participated in Oakton programs and services were generally satisfied with their experiences.

- Most respondents indicated that they learned about Oakton through the College's special mailings, although the younger respondents relied more on personal communication.

- The high number of "No Opinion" responses indicates that there are many people who simply know very little about Oakton. Since people did use the "No Opinion" category, more confidence may be placed on the evaluative responses which were given.

- Oakton students indicated that if they had more time they would spend it in academic pursuits. They showed little interest in spending this extra time in student activities, except for athletic programs.

## Conclusions Related to Specific Topics

The major conclusions relative to the purpose of the study, which can be supported by the data collected, are included below. These findings are organized by the topical areas investigated.

Awareness of Oakton's Six Missions

-The greatest percentages of community residents, representatives of business and industry, high school personnel, and MONNACEP students were aware of Oakton's transfer courses, occupational/vocational programs, and continuing education offerings, which are the largest and most publicized programs. Fewer of the above groups were aware of counseling services, remedial education, and public service programs.

-Business and industry representatives were most aware of the occupational/vocational programs.

-Responses of high school juniors and seniors indicated that they knew less about College programs and services than the other survey groups. Oakton's transfer program (the first two years of college) was the only one of the six missions of which high school students were aware in any significant numbers. This is not surprising since they come from schools where the focus has been on attending a residential college or university.

- Of the high school personnel, counselors were most aware of the six missions. The fact that the College has more extensive articulation with the high school counseling staffs than with faculty and administrators may account for this.

- Personnel from high schools that were part of Oakton's original district tended to be aware of the six missions and to evaluate the

College more highly than did those from the areas which have more recently been annexed.

Awareness of Specific Services

- Of all the groups surveyed, high school students knew the least about the specific services that Oakton offers.

- Oakton students were generally aware of the College's support services and indicated a high degree of satisfaction with these services when used.

- High school personnel and community residents were aware of those services generally available at all colleges. However, they were most aware of Oakton's high school completion program, which is offered through MONNACEP, and career counseling for students and community adults.

- Most business and industry respondents were aware of the College's off-campus job placement program. Some knew about the high school completion and English as a Second Language programs. Few knew about other services.

-Overall, high school personnel were more aware of specific services than other survey groups.

-Several groups indicated a relatively high awareness of Oakton's athletic endeavors. The top four programs or services of which high

school students were aware included intramural and intercollegiate athletics. High school personnel were even more aware of these two athletic programs than were their students. Oakton students indicated that if they had more time after pursuing academic skills, they would be interested in participating in athletic programs.

Benefits of Having a Community College Available

- Those benefits which received the highest ratings were related to jobs: updating job skills, preparing for job openings, exploring educational and career options.

- Less important were the benefits of low-cost education and having a college close to home.

- The benefit that was rated of least importance was the benefit of having non-credit courses and leisure-time programs.

- Oakton students responded that gaining general knowledge and personal satisfaction as well as improving academic and job skills were the most important reasons for enrolling at Oakton.

How Well Oakton is Performing Its Six Specific Missions

- Oakton's performance was rated highest in continuing education, occupational-vocational programs, and transfer curricula.

- Community residents, high school personnel, and MONNACEP

students who had an opinion gave the highest evaluations to Oakton's non-credit, continuing education offerings. Continuing education programs by their nature are visible in the community, flexible in scheduling and responsive to community needs. Consequently, they are more likely to be known to the community than are traditional courses and programs. This may account for the high level of awareness and the positive evaluations given to non-credit, continuing education.

- Transfer and vocational programs were generally rated "More Than Adequate" or above by all respondents who had an opinion except for high school students who felt that performance was adequate. Over a third of the high school students had "No Opinion" on both items, and nearly a half of the community residents had "No Opinion" about vocational programs.

- Approximately half of community residents, high school personnel, high school and MONNACEP students had "No Opinion"/no response when asked how well Oakton was achieving its guidance and counseling objectives. Of those who had an opinion, most responded that performance was adequate. The data do not identify whether Oakton's Student Development program, which is different from traditional high school counseling or other counseling services in the community is understood in the community or whether Oakton is performing as well as it should.

- Answers to the question of how well Oakton was providing remedial education and public service programs also indicated a high percentage of "No Opinion"/no response rates. Those who did respond indicated that Oakton was providing these services adequately.

- The high number of "No Opinion"/no response rates on the questions dealing with the performance of the six specific missions may indicate that many respondents felt they were insufficiently aware of the six missions to evaluate them appropriately.

How Respondents Learned About Oakton

- Oakton's special mailings seem to be an effective way of reaching the community. This applies particularly to the adult groups surveyed. However, the respondents were not asked if they actually read the College publications. In the two meetings with community leaders which accompanied this study, participants said that they received Oakton mailings, but few had actually read them closely.

- An effective way of communicating about Oakton with younger persons is through personal contact, especially among peers. High school student respondents, in particular, tended to learn more about Oakton from their friends and from Oakton students than from any other form of communication.

- Local newspapers are an important source of Oakton information for most respondents, less so for high school and Oakton students.

Preference for Place and Time for Oakton Classes

- No clear preference emerged when community residents and

MONNACEP students were asked where they would like to attend Oakton classes.

- Community residents and MONNACEP students indicated that they favored attending classes at Oakton Monday through Thursday nights. High school students preferred weekday mornings.

Suggestions for Additional Programs and Services

- On the basis of the comments made, it appears that the College already offers most of the suggested programs and services which are congruent with the missions of the College.

## Recommendations

The Community Impact Study was designed to provide data to the College to aid in planning and implementing informational and promotional activities, articulation with groups within the Community, and further research and evaluation projects relating to the expansion or modification of programs and services.

With these objectives in mind, the Community Impact Study Task Force makes the following recommendations:

1. Oakton's special mailings are effective and should be continued and strengthened.

2. Since local newspapers are an effective way of notifying the community of College programs and services, the College should continue and expand its contacts with these publications.

   a. Since Oakton faculty have specialized experiences that make them unique as teachers, special feature articles on Oakton Community College and MONNACEP faculty and staff would communicate their expertise and qualifications to the general public.

   b. Articles about the achievements of Oakton students should be continued and expanded. The local high school from which an Oakton student graduated should be identified in such articles.

   c. The various locations of College courses should be stressed in special mailings and local newspaper stories.

3. Oakton students were identified as an important source of information to various groups; therefore, special efforts should be made to better inform them about the

programs and services offered by the College and to more effectively use them as communicators.

a. Faculty should be made aware of the above so that they make a conscious effort to keep students informed.

b. Articles in Oakton's student newspaper about Oakton programs and services should be encouraged.

c. Peer advisors, a student group already charged with the responsibility of relating to their peers, should be made aware of their important role to inform students and prospective students about Oakton.

4. The College should be sending information to and placing advertising in high school newspapers, and, in return, the College should be receiving newspapers from the local high schools.

5. The Community Impact Study results should be disseminated to all the survey groups, and Oakton faculty and staff.

6. The College should provide support for the effective utilization of faculty in communicating with high school educators and with community groups.

7. Communication should be expanded to include interface with high school teachers, administrators and counseling staffs.

8. In the recently annexed high school districts, the students and personnel were less aware of Oakton's programs and services than they were in high school districts within Oakton's original boundaries. A special effort should be made to increase communication between Oakton and these high schools, as well as to reinforce communication with the high schools in the original part of the district.

9. Since high school students indicated that they had a high level of aspiration toward higher education, an effort should be made to increase contact with them so that they learn more about Oakton's available programs and services.

10. Many students already enrolled in Oakton's MONNACEP courses indicated they were less aware of programs and services than other groups. An effort should be made to first identify MONNACEP more closely with Oakton as a community-based service, and second, inform MONNACEP students of the programs and services offered by the College

11. Since younger students tend to learn more about Oakton through person-to-person communication rather than through special mailings or newspapers, every effort should be made to develop personal communication channels with them.

12. Oakton should initiate a follow-up study after the College has operated as a dual-campus institution. During 1981 - 1982, a less comprehensive study could be designed that would replicate this study in areas where major findings were identified, and where changes of perception might be expected to follow the change in operations.

In conclusion, the major recommendation of this Task Force is that the College use the findings of the Community Impact Study to develop and implement strategies for communicating with its community and constituent groups. Where appropriate, supplementary studies should be initiated to determine expansion or modification of various programs or services. Since many community residents and other interested persons have provided the College with information through this Community Impact Study, the College, in turn, should respond in an effective way.

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